# TOWARDS A QUALITY LIFE:

# A CHOICE THEORY CURRICULUM FOR AT-RISK YOUTH

by

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TABLE OF CONTENTS

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# Part I: Background and Rationale for a Choice Theory Curriculum

## I: Introduction

The purpose of this project is to present a curriculum introducing the concepts of Choice Theory (Glasser, 1998), to assist high school students in developing a method for understanding their motivation for learning. The general goal of Choice Theory/Reality Therapy (Glasser, 1998) is to help individuals meet their basic needs through assessment of current behaviour so that they may make more needs-satisfying and positive behavioural choices. Glasser (1998), who developed Choice Theory, believed that all behaviour stems from a need to meet one of the five internal needs of survival, love and belonging, power or mastery, fun, and freedom, and that individuals have the power to change their lives for better or for worse, based on the choices they make. He also believed that all people also have a responsibility, towards themselves and others, to make choices that do not interfere with the rights of others to also make choices. Reality Therapy is the therapeutic technique used to apply Choice Theory so that an individual may satisfy his or her own needs in a way that does not interfere on another person's ability to meet their needs. A person applying the techniques of Reality Therapy focuses on the present, avoids looking into the past for reasons or excuses, encourages others to self-evaluate their present actions, helps others create specific, workable plans, and asks others to evaluate their progress.

Glasser (1998) stated that most human problems stem from relationship problems. Extrapolating further, Glasser believed that the failure of some students to learn is related more to the relationship between teachers and students than it is to students' ability to learn. He proposed that if teachers were to learn and practice Choice Theory, students

would be more motivated to learn. Specifically, at-risk youth may benefit from the opportunity to learn and understand their reasons for behavioural choices while practising Choice Theory. I believe learning Choice Theory, as a way of understanding one's self, would be beneficial for both students and teachers, counsellors, life skill coaches, and care-givers. This belief stems from personal experience I gained while working with at-risk teens within the public school system. The language and concepts of Choice Theory were easy for the students to grasp and apply during their stay at the school, as were some of the Reality therapy techniques.

In this first section of this project, I considered the definition of the problem and aspects of the problems background before defining Choice Theory and Person-centred paradigm more fully. This led to a more full exploration of Choice Theory and a program of intervention, the Quality School. The alternate education program and the purpose of the curriculum are then followed by the project question, the rationale and the summary. The curriculum delivery section looks at participants, procedures, group considerations, problems in adolescent groups, the group leader role and characteristics, and the outcomes and purpose of the program. Limitations of the curriculum and ethical and professional considerations are addressed next followed by a summary. The second section consists of Part II,, the curriculum, Appendix A, definition of terms, Appendix B, a sample letter to parents, Appendix C, copy right letters, and references.

*Definition of the Problem and Background*

Although most students complete high school on a regular track, other students drop out of school and remain out and others re-enter the education system through an

alternate route. These routes may be aimed at adult learners, such as continuing education or college upgrading programs. The public education system in British Columbia provides alternate education for students under age 19 who, for a variety of reasons, are experiencing difficulty completing high school. The academic goal of students in the alternate education system is addressed through an Individual Education Plan. This plan often includes participation in the British Columbia Ministry of Education curriculum Planning10 and 12 programs that addresses acquiring life skills, raising self-esteem, and developing self-awareness.

The alternate education system provides young people, 13 to 19 years old, who are academically capable of completing graduation requirements, with a different road to high school completion. After catching up on missed academics, students are able to re-enter regular school at a Grade 11 level, or enter the continuing education or college upgrading systems. Success is typically defined both for the students and for the personnel delivering the alternate education system by completion of high school.

Additionally, graduation also means that students overcome the barriers that resulted from developing in an at-risk situation or leading an at-risk lifestyle. McWhirter, McWhirter, McWhirter, & McWhirter (1998) described a broad scope of problems facing young people. For example, some social problems may come from living in poverty, coming from a divorced family, or being a member of a minority community. Emotional problems may stem from being abused or neglected, as well as from attempting, or witnessing, suicide or murder. Behavioural problems may include early sexual activity and pregnancy. Being an aggressor or victim of school violence contributes to behavioural, emotional, and social problems. A child who experiences some of these

dynamics is described as being in danger of participating in negative future activities, that is, at risk behaviour. Young people who experience any combination of these situations are considered at-risk and may leave the regular educational system (Janosz, Le Blanc, Boulerice, & Trembley, 1997).

McWhirter, McWhirter, McWhirter, & McWhirter (1998) argue that, before culminating in active participation in dangerous situations, at-risk behaviour evolves along a continuum of minimal or remote, to high or imminent possibility. A youth participating in risky behaviours moves beyond the accepted definition of at-risk when he or she is already exhibiting maladaptive behaviour. Kelley and Stack (2000) found that a significant number of at-risk teenagers suffer from low self-esteem, underachieve academically, and are skeptical about their ability to function adequately in society. The highest risk of dropping out of school appears to be during the $10^{th}$ grade (Abbot, Battin-Pearson, Newcomb, Hill, Catalano, & Hawkins, 2000). However, Mothus (1997) determined that the process of dropping out begins with active participation in risky behaviours during Grade 8 and 9 and that by Grade 10, most youth involved in those behaviours have already dropped out. Therefore, providing students with the opportunity to learn and practice Choice Theory while in a safe environment may be critical for developing their capacity to make future beneficial choices.

*Choice Theory and Person-Centred Paradigm*

The Choice Theory curriculum developed in this project is based on a psycho-educational, person-centered, and constructivist paradigm. Glasser (2001) stated that the relationship created by the therapist with the client may determine the success of the therapy and that the therapeutic process may be shortened when the client is directly

taught and understands the basic premises of Choice Theory. Teachers, Youth Care Workers, and educational support staff are not trained to be therapists, but they are educators and can teach Choice Theory concepts. My experience as a Youth Care Worker in the public education system has confirmed Glasser's (2001) point that the relationships created between educational staff members and the student will affect the success of interventions. As well, I agree with Glasser's assertion that when clients, in this case students, are taught and understand the basic premises of Choice Theory, interventions may be shortened because motivation is better understood. Therefore, this sequence of lessons was designed to facilitate new skills as well as the development of positive relationships. Extrapolating from my experience, it appeared to me that the length and success of a program of instruction in Choice Theory would also be based on the relationship created by the leader or facilitator with the group participants. The group leader can be a teacher, a counsellor; a youth care worker or a life-skills coach.

From a person-centred perspective (Corey, 2000) the group leader builds a climate of trust in the group, is concerned about understanding the participants' viewpoints, communicates that understanding, and gives the participants responsibility for making positive changes in their lives (Sharf, 2000). Although the Rogerian philosophy of unconditional positive regard and Glasser's philosophy of "accept no excuses" seem incongruent, I believe that it is possible to have unconditional positive regard for another while not accepting excuses for the choices they make. The phrase "accept no excuses" means that students do not have to enslave themselves to a leader's power by giving excuses for what they have chosen to do. Following Glasser's assertion that all behaviour is purposeful, I recognize that giving excuses is disempowering.

Learning Choice Theory is intended to help the individual gain understanding of how unmet basic needs govern behavioural choices. Power and control are gained through understanding how to better meet basic needs for ones self. Switching from being externally controlled to being internally controlled also brings responsibility. Once individuals have accepted that they are responsible for their choices, it is difficult to retreat back into a victim stance. Accepting that we make choices implies accepting responsibility for choice and making no excuses.

For facilitators of Choice Theory groups, coming from an honest position of unconditional positive regard and accepting no excuses seems to mean actually having positive regard for an individual and wanting to assist them to make healthy, aware, and responsible choices. It does not require bullying or coercion. I accept Glasser's (1998) position in that I believe that students want to feel control and to take responsibility for their own lives. Choice Theory provides them with the tools to gain more positive control in their lives through understanding what needs they are trying to fill and what kind of outcome they are trying to meet. I believe that being given the opportunity to self evaluate and reflect upon life events while participating in this group program about Choice Theory will further add to the social, emotional, and behavioural understanding and growth of the participants.

Individuals create their own view of events and relationships in their lives and impose unique order and meaning. Corey (2000) offered a concept of constructionism based on the notion of shared meanings developed by people in a society or culture. In this way of thinking, groups of people emphasize the importance of understanding and paying attention to individual ways of seeing life without imposing understanding or

meaning upon the individual. This attentiveness means stepping back from preconceived interpretation and instead making sense of the behaviour being presented by an individual. This post-modern perspective values all individual, gender-based, and cultural points of view. Wubbolding (2000) emphasized adapting and adjusting Choice Theory so that the theory reflects sensitivity to cultural differences without stereotyping. The central principles of fairness and respect are what remain important in presenting Choice Theory to group participants.

*Choice Theory and a Program of Intervention*

Generally, alternate education programs aimed at students between the ages of 13 and 19 provide at-risk students with a safe environment in which to work. Some alternate education programs utilize the concepts of Choice Theory (Glasser, 1998) to provide a safe environment through teaching the theory to students, as well as through its pragmatic application. The theory centers on notions of human needs and human behaviour to meet those needs. Glasser (1998) stated that we behave to meet our needs for survival, love and belonging, power (mastery and competency), fun, and freedom. In order for at-risk youth to meet their needs, it is important for them to gain an understanding of how human beings ensure their survival as well as what motivates human choices. Discussions of Choice Theory help students understand how to adapt and integrate the practice of the theory in their lives.

Glasser (1998) claimed that "if we are not sick, poverty stricken or suffering the ravages of old age, the majority of the problems we struggle with … are caused by unsatisfying relationships" (p. ix). He believed that what we are seeking, throughout all

of our lives, is satisfying relationships with others. He used the term "satisfying relationships" when he talked about caring for and supporting others. Glasser (1998) argued that when we learn how to get along better with others and take more effective control of our lives, then we begin making better choices in our relationships. Relationships fill our need for love and belonging. Unsatisfactory interpersonal relationships may cause many of the social, emotional, and behavioural problems that put youth at risk for dropping out of school. In discussing the complexity of the need for love and belonging, Glasser (1998) said that this need drives us to care both for others and to be altruistic. Sacrificing ourselves for an unknown other is the epitome of altruism and Glasser held that this comes from the need for love and belonging. However, our relationships with others are not only connected with our need for love and belonging but also with our need for power.

Glasser (1998) defined power as twofold. The first, external power, is power over others and situations. The powerless believe they are not free to choose and that to resist would make things worse. He calls this external power psychology, the "I-know-what's-right-for-you tradition" (p.4). An external locus of control means that behaviour is controlled by and attributed to external forces. We can be coerced into making choices to please others, to gain reward, or to avoid punishment. Similarly, externally motivated choices are made to either gain external reward or avoid punishment. The demand for excuses is an external control mechanism. The second, internal power, concerns the "struggle to achieve things that give us a sense of power and may help others in many ways" (p. 38). Achieving mastery and competency in self-chosen endeavours fills an internal power need. This internal locus of control means that behaviour is attributed to

inherent abilities or effort. We maintain internal control and choose behaviours based on our belief that the choice will better meet our needs. Glasser emphasized negotiating differences which means that "up-front" power comes from getting along with and not from intimidating others or demanding excuses. Chubb, Fertman and Ross (1997) found that adolescents often have an external locus of control that may shift to an internal locus of control with maturity. However, Glasser (1998) argued that even choosing to comply with external forces is an internally motivated choice based on an internal need to meet an inner picture of being the best one can be.

Although love and belonging and power are key needs for people, fun is also important. "Fun is the genetic reward for learning" and is connected with laughing and learning, according to Glasser (1998, p.41). He noted that "with the possible exception of whales and porpoises, we are the only creatures who play all our lives. And because we do, we learn all our lives. The day we stop playing is the day we stop learning" (1998, p.41). Curiosity and creativity are also components of fun. Glasser's assumptions are that fun is a necessary component of successful learning and that all successful long-term relationships have fun as their foundation. Most children have a long-term relationship with schools that, although may begin with them having fun, end with schools generally, by taking fun out of learning, not being fun for children. Glasser reflected that when relationships, learning, and playing turn sour, the first casualty is fun. The second casualty is the loss of freedom.

Freedom is traditionally described as freedom "from confinement, outside interference, coercion, and restriction" and is associated with "liberty of personal choice, thought and action" (Funk & Wagnells, 1980, p. 531). Similarly, within the context of

Choice Theory, understanding of what meets human needs for personal freedom begins with autonomy as individuals learn how to both do things and take care of themselves (Glasser, 1998, p. 57). Furthermore, Glasser described freedom as our ability to be constructively creative and argued that people who feel free to create are rarely selfish. He stated that the "more we are free and able to satisfy our needs in a way that does not stop others from satisfying (theirs) the more able we are to use our creativity ...for the benefit of everyone" (Glasser, 1998, p. 40). Glasser observed that we are primarily concerned with freedom when its removal is threatened. He believed freedom is restricted in schools and that when this occurs we use our creativity in destructive ways. Through using freedom creatively and constructively, we will be able to meet our needs, without disregarding the needs of others. Glasser (1998, p. 32) focussed the application of Choice Theory "on social activity and giving up external control so that people could get along better with each other." He recognized that although the struggle between love and freedom, and love and power, exists in the real world requires that the needs of others put limits on personal choice, we can still make needs-satisfying choices through learning how to meet our needs without interfering too much with the needs of others.

Glasser (1998) argued that our problems with others begin when our needs are not met and we make behavioural choices that may make things worse for us. He also believed that our choices are the best we can make based on past experience or expected outcome. Our choices should require no excuses, only a change in behaviour if we decide that our past behaviour was not effective or was irresponsible towards others. Generally, we choose behaviours that work for us and get the results we are seeking. At some time, however, some chosen behaviour is no longer needs satisfying. Some of the difficulties

that at-risk young people experience stem from choosing behaviours that have become problematic for them both in school and in life circumstances (Glasser, 1990). That is, the behaviour no longer works in getting the desired results, nor in managing interactions with families, peer groups, and authority figures. Consequently, adults typically choose externally controlling behaviours to coerce the troubled or troubling student to change. Glasser

Glasser explained that all behaviour is an attempt to control our environment so that we may satisfactorily meet our needs as we picture them in an internal *quality world picture book*. Glasser (1998) described the start of the quality world as being created from birth. The quality world is described as consisting of a small group of pictures that make us feel good and best portrays how we want to meet our five basic needs. This includes pictures of people that we most want to be with, as well as things that we most want to own or experience. It also includes ideas or beliefs about how to behave. We keep people and behaviours in our quality world as long as we keep feeling good, and remove or abandon them only when the ideal picture becomes painful in the real world. Repeatedly experiencing rejection and abuse, as well as experiencing loss of trust with significant others, may cause the pictures in our quality world picture book to be mainly filled with anti-social pleasure pictures that have the potential to cause harm to the self or others. Glasser (1990) suggested that school is often taken out of the quality world picture book, if it was ever put in, because school does not meet an ideal picture and basic needs of students. While working with an at-risk population of students in 1972, Glasser (1990) began developing the model for Quality Schools that was based on helping students put school back into their quality world picture book.

Quality Schools work towards students making decisions to do their best work in order to meet an internal picture of them doing well (Glasser, 1990). In a Quality School, the staffs veer away from *boss management* and rather use *lead management*. Boss management uses bullying and punishing as well as buddying and coercing tactics to control student outcomes. Buddying and coercing involve befriending young persons in order to coax them to perform to please their teacher (Glasser, 1994).

In contrast, Glasser's (1990) Quality School creates an up-front community based on teachers managing their classes in such a way that students are able to satisfy their needs while discovering that it is in their best interest to do quality work. *Lead managers* or teachers believe that students are intrinsically motivated and will do quality work when they believe it is in their best interest to do so. Quality work is defined as an internal knowing that you are working to the best of your ability. Glasser (1998) suggested that effective teachers, those who convince their students to do quality work, succeed because they are lead managers who teach Choice Theory to the students. That is, lead managers provide a warm and supportive environment and create a trusting atmosphere so that students want to work because they feel that their needs are being considered. Glasser (1998) believed that understanding how our needs influence why we choose behaviours will help us in taking responsibility for our choices.

Choice Theory also helps individuals create and share meanings within cultures and sub-cultures. Working towards being a Quality School means both staff and students experiment and negotiate for meaning with ongoing dialogue while using honest self-evaluation. Individual and small group meaning can be negotiated and created within each school site. Working towards becoming a Glasser Quality School means the staff is

moving away from boss-management towards lead-management. They have a basic understanding of Choice Theory and Reality Therapy (Glasser, 2001) and are working towards greater self-understanding. Growing in understanding and awareness generally means the staff works at integrating change both at work and in their own personal lives. In a Quality School, the students learn both through example and through structured lessons. Glasser (1990) received feedback from teachers involved with students in various Quality Schools who reported that self-esteem and locus-of-control changed as students began to do *quality work* in a needs-satisfying environment. That is, in those Quality Schools, the students discovered "that learning adds quality to their lives" and were doing more than it takes to just get by (Glasser, 1990, p.42). School success was demonstrated through lower student absenteeism and delinquency, lower student dropout rates, and greater competency in hard subjects.

In summary, adolescents' perceptions of control may shift as their psychological awareness and understanding of the reasons why they choose behaviours develop. Choice Theory helps individuals understand how they have acquired their perceptions and how they have constructed meaning in their lives. With the knowledge that all behaviour is chosen, the youth can then either choose to continue the behaviour or change what they are doing to best meet their five basic needs (Glasser, 1990). Quality Schools help children move from an external to an internal locus of control through combining a supportive school staff with significant, supportive others to help students in taking more effective self-control and responsibility. Glasser (1998) emphasized the need for creating coercion-free and failure-free schools, and this comes about through students becoming internally motivated. Thus, outcome is linked directly to internal motivation that is

reflected by external behaviour. A Quality School helps students change their pictures of school from one in which they are externally controlled to one in which they have internal control of the choices they make. A Quality School works toward helping the students manage themselves so that their five needs are met through understanding their internal motivation and choosing to do quality work (Glasser, 1990).

*The Alternate School Program*

I worked at an alternate school site, as a Youth Care Worker, with at-risk young people between the ages of 15 and 19 from 1989 to 2004. I noticed that although the students took part in the life-skills program, they did not always appear to integrate the information they received nor did they seem to apply it to their behaviour. The staff took advantage of an offer to receive training in Choice Theory and Reality Therapy in 1990. The techniques were applied in staff interventions with students but the students were not taught Choice Theory during life skills. I believed that the students would benefit from learning the theory as well. As new staff entered the program, they also took training in Choice Theory /Reality Therapy and the desire to work toward formal recognition as a Quality School arose. We then held a shared vision. I continued training in Choice Theory /Reality Therapy and received Reality Therapy/Choice certification in 1995. I followed this with training as level 1 supervisor. My interest and belief in the effectiveness of Choice Theory continues. My work using Choice Theory within the alternate school system involved at-risk youth, a staff and a program focus on Choice Theory/Reality Therapy, and feedback from the students in regards to the program's effectiveness. Although I am also a certified life-skills coach through the Northern

Shuswap Training Institute, my presentation of Choice theory to the students was done with no course outline and on an intermittent basis. The lack of curriculum made it difficult for other staff members to present the material as we often co-facilitated the sessions.

Many of the young people came from familial backgrounds that fit within the broad category of disadvantages as described by McWhirter, McWhirter, McWhirter, and McWhirter (1998). Some were already exhibiting maladaptive behaviour and appeared in danger of participating in future negative activities while others had moved beyond the accepted definition of at-risk and were already active participants in maladaptive behaviours. In terms of staying-in-school resiliency, I observed that students who had a small support system or who had low self-esteem found it difficult to meet the demands of the program. Those who had a stronger outside support system were more likely to remain in the program.

Using the precepts of Choice Theory, the staff at the alternate program worked towards having both staff and students accepting responsibility and holding themselves accountable for individual behaviours. The focus of the program was to move away from a stimulus-response world of blaming and demanding excuses to a needs-based world of being internally accountable for behaving and understanding why we choose behaviours through the use of Choice Theory. The alternate education program consisted of two teachers and two youth care workers. It offered four core academic subjects at the Grade 10 level: English, Math, Science and Social Studies, as well as a daily life skills program, crafts, outdoor education, and a hot lunch program.

The life skills program worked towards raising awareness that, regardless of life circumstance, the individual has control over choices in life. The students were introduced to the language as well as the basic precepts of Choice Theory/Reality Therapy and were encouraged to use them in various situations that arose at school. This gave them a different method of understanding reasons for their behaviours. The students were encouraged to take self-responsibility or ownership, to exercise self-control, and to negotiate for desired outcomes based on learning the needs of Choice Theory.

Although there has not been any formal data collection, many students both at the time and during meetings after they had left the program, expressed the belief that learning Choice Theory helped them during their stay at the school. The students appeared to become comfortable using the language of Choice Theory in the school system and were encouraged to take it into their personal lives as well, with the hope that their new-found knowledge would continue to serve them as they adapted the Choice Theory language to reflect and fit their life circumstances. Over time I have seen several of these at-risk youth change many negative behaviours to more positive, contributing behaviours as they learned to integrate themselves more effectively with their community. Gaining more competence in dealing with issues in their lives appeared to contribute to their developing greater confidence. That confidence was often accompanied by familial and societal acknowledgement of competency and credit for successes.

*Purpose of the Curriculum*

I believe that at-risk adolescents are often reluctant to take responsibility and to accept the consequences for their own behaviours and behavioural choices. This reluctance may arise through a lack of understanding of what needs they are trying to meet through their behaviour or from using behaviours that are no longer effective for them. Providing adolescents with a different psychological perspective and the language to go with it, while encouraging them to accept responsibility, may be one possible way to help students make more needs-satisfying choices. My beliefs correspond with Glassers' (1990) underlying premise that Quality Schools help students learn how to control outcomes effectively during their education and will spill over into individuals learning to control their lives outside the school setting. I attempted to introduce Choice Theory on an intermittent basis during Career and Personal Planning (CaPP) and Life Skills sessions. The Life Skills and Career and Personal Planning sessions were intended to contribute to the student development of a Graduation Portfolio. I did this without the use of a curriculum and I became aware of the limitations of working without a guideline as I worked from memory and a few jotted notes. However, when I was not available the other staff members found it difficult to continue and would ask for lesson plans to follow. Thus, I perceived a need for development of a curriculum that would serve as an outline to follow when presenting Choice Theory to at-risk adolescents. I hoped such a curriculum might facilitate a wider application of Glasser's valuable ideas.

The Reality Therapy component of the theory is used in this curriculum as a way for participants to self-evaluate in order to choose behaviours that will help to meet needs more effectively. The WDEP (Wants, Doing, Evaluating, Planning) evaluation technique emphasizes looking at present behaviours and desired outcomes then making a plan to

either change what we want, change what we are doing, or change both so that our needs are more effectively met. The essence of Reality Therapy is that people are responsible for their choices. Thus, the focus of the theory in this curriculum to provide participants with the opportunity to solve problems and gaining more control over their lives by making behavioural choices that help them function in society as well as provide them with some tools that may help them to make more effective changes if necessary.

*Project Questions*

For young people with an apparent lack of motivation and difficulty meeting educational expectations, I wondered if learning Choice Theory would be of assistance. Specifically, I wondered if learning how to choose behaviours to meet needs and how to discern between wants and needs in order to change behavioural choices would result in more needs-satisfying outcomes for youth. Like Glasser (1998), I believed that needs-satisfying outcomes would feel good, stimulate internal motivation for youths to choose more effective behaviours, and help at-risk youth put learning and doing one's best in school back into their quality world.

*Rationale*

Although curricula exist for elementary aged students, I was unable to find a curriculum specifically designed for high school, at-risk youth. Thus, I decided that having a Choice Theory curriculum as a guideline would ease accessibility not only for me but also for other secondary school level facilitators. The curriculum will need to be field tested,

possibly through classroom based action research or facilitator inquiry, which is beyond the scope of the current project but appears to be a natural subsequent step.

*Conclusion*

My interest in presenting Choice Theory as a tool to at-risk youth developed through working within the alternate educational system. I noticed that many of the youth were, in part, at the school because of behaviours they had chosen. Generally, these youth expressed frustration about having to be in the alternate system and had difficulty accepting that being there may have had something to do with their behavioural choices. They also had difficulty taking part in the daily Life Skills program that focused on group building through a variety of techniques. Some of this difficulty lay in their inability to understand what needs they were trying to meet. After the school team took the first level of Reality Therapy/ Choice Theory together, I began to introduce and use the technique with various students and noticed considerable change in their self understanding and acceptance of responsibility. In response, I have chosen to develop this curriculum.

## II: Curriculum Delivery

*Participants*

The curriculum presented as part of this project is designed for 13 to 19 year old adolescents who have experienced at-risk situations that resulted in their entering an alternate school system. The curriculum was designed for both single and mixed gender groups. The age of the participants may vary according to the nature of the school

program in which it is presented. Ideally, a group will consist of between six to twelve participants.

*Procedures*

This curriculum focuses on introducing Choice Theory as a means for self-understanding and evaluation for adolescents. Contact with the parents of the participants may be made through personal contact that is followed by a letter of permission (Appendix C). With some adaptation, the curriculum is appropriate for use with adult groups as well. The precepts and concepts of the theory are introduced, employing a structure that allows the participants to explore the variety of issues that might arise. The tools are provided in the lesson plans, and a list of possible resources is suggested.

Group sessions with adolescents can last between one-half hour and two hours, however, during my experiences with youth groups, I found two hours generally to be too long and one-half hour to be too short. I suggest adjusting the time to the attention span of the group but also suggest taking no less than forty-five minutes for a session. Gladding (1999) suggested the minimum frequency the group meets should be once a week and noted that the more often the group meets per week, the greater the opportunity for involvement and growth. The group may meet more frequently if the students are in daily attendance. However, this is not always the situation in alternate programs where students may only come on assigned days. If assigned attendance agreements are part of the Individual Education Plans for students, I suggest that meeting time be structured so that most students can access the group. The frequency of group meetings also applies to other user groups. The Choice Theory learning goals for the group include understanding

how the five basic needs drive behaviour, understanding that all our behaviour is chosen, and that despite our response to external stimuli in our environment, we still choose actions that we believe will help us to meet one or more of our needs.

*Group Considerations*

Gladding (1999) has completed extensive research into the nature of working with groups and offers helpful suggestions for the group leader to consider before teaching the curriculum through group work. He suggested that group sessions be held on a regular basis. The group leader may be in the position to select the group members or they may have to work with a group who attend a school program on a particular day regardless of the mix. Various factors in either selecting or excluding students for a group are motivation, maturity, individual verbal and non-verbal behaviours, and gender issues.

Some of the adolescents may be taking part in the group voluntarily and others, such as court-ordered youth, may feel that they have been coerced to be there. This perception may result in some resistance and hostility from the involuntary youth. To help the youth feel more comfortable joining the group and to begin to build rapport with them, the facilitator should meet with the adolescents individually before the group starts. This gives the facilitator an opportunity to explain that the youth will be learning a different way of self-understanding to enhance their control of their environment. The youth may also be invited to take part for three sessions as an observer before making a decision as to whether to continue with the curriculum (Gladding, 1999).

*Problems in Adolescent Groups*

Some of the specific problems that may occur within youth groups are disruptiveness, monopolization, polarization, reluctance to engage with others, over-activity and inappropriate risk taking (Gladding, 1999). Disruptiveness may occur more commonly in adolescent groups because of the level of maturity of the group members. Strategies for deterring disruptive behaviour include establishing group rules for conduct during the first session and reviewing them during group sessions as well as with individuals when necessary. These rules should follow the concepts of Choice Theory and the use of appropriate and inappropriate power and freedom. In addition, the facilitator can meet with disruptive members before, during, or after a group session. This should be dealt with through teaching Choice Theory, otherwise you get boss management. It is also possible to discuss the situation in the group to come to a decision about how to continue. An extreme last measure is removing the individual from the group (Gladding, 1999). Glasser noted that we have freedom of choice but not at the expense of others. In such cases, where members do not act with responsible choices, they may be asked to leave the group, with an invitation to return when they are willing to act responsibly towards others. No one is obliged to have their freedom to be or choose responsibly denied by other group members.

Group members may also create problems by monopolizing the sessions. Monopolization may be used for a variety of reasons including attention getting, anxiety, and avoidance of people or situations. Some suggestions for handling monopolization are to ask for responses within a limited time or for limited responses (Gladding, 1999). For

example, participants may be given one minute to make a comment. The facilitator may also choose to acknowledge the individual and continue on with the activity.

Another problem that may occur during group activities is polarization. Polarization occurs when the balance of power shifts and individuals take sides with one person or group. This shift may occur accidentally or in response to events that take place outside the school setting. In the latter case, the leader needs to work with the group members to help them understand how the outside event has affected the functioning of the group. Gladding (1999) suggested that the members may be asked to put aside their differences so that the group may continue to function; however, it may be possible to work through the problem using Choice Theory. If a solution is not found, a member or members may be asked to leave the group for a specific time before returning to the group to once again problem-solve using Choice Theory.

Differences that can polarize a group may be contributed to a group members' reluctance to engage with others. Reluctance to engage with others may be the result of underdeveloped verbal or social skills or simply not knowing how to engage with the group. The facilitator may model ways of engaging and encourage the member to take part (Gladding, 1999). Some students, on the other hand, may not need encouragement to take part or to be active.

Over activity or giddiness often occurs with adolescent groups. It is attributed to the natural energy of the age group, embarrassment, and the facilitators' failure to set limits, as well as participants' boredom with the group or the topic. The facilitator can acknowledge the behaviour and continue with the planned session, have the members' talk about how they feel about the behaviour in the group, or meet individually with the overly active member.

The facilitator may also engage the group in what is happening and, by using such strategies as brainstorming, find effective ways to work with the behaviour (Gladding, 1999) or use Choice Theory to get creative fun in the group. The facilitator may also use such strategies when addressing adolescents' inappropriate risk-taking within the group.

Sharing information too soon or making inappropriate disclosures sometimes occurs in adolescent groups with those who have limited self-awareness or who may be bragging to impress others (Gladding, 1999). Since Choice Theory is a tool for self understanding, this problem could be used as an opportunity for a *teachable moment* by the facilitator to look at results, consequences, and hoped for outcomes.

Group leaders need to know how to work effectively with the unique problem behaviours of adolescents in order to provide benefits for the group members and for the group to run smoothly. A challenge for the leader is to use the energy and the power of the group, or emerging group culture, along with the individual participant's skills, to keep the group sessions interesting, enjoyable, and ultimately successful for the participants (Gladding, 1999).

*The Group Leader's Role and Characteristics*

To lead or facilitate a Choice Theory curriculum, the leader should be familiar with Choice Theory as well as the techniques of Reality Therapy. There are specific procedures that lead to change in the process of Reality Therapy and, although this curriculum is not meant for therapeutic use, using the techniques helps to create a non-coercive Choice Theory environment. The focus of this curriculum is for participants to learn Choice Theory and to apply it using Wubbolding's (2000) Wants, Doing, Evaluating, and Planning, to work toward understanding and changing behaviour. Through using Reality Therapy techniques during the

session, the leader will demonstrate how the basic needs can be met in a way that is caring, non-coercive, and accepting of others. Using Reality Therapy techniques during the group session involves promoting self-evaluation, learning how to set realistic and attainable goals, and not accepting excuses for irresponsible or ineffective behaviour through confronting with Choice Theory education. It also involves creating action plans, evaluating level of commitment to changing behaviours, and encouraging continuation of change once the group ends. As well, it is important that the spiritual and cultural needs of the participants and the facilitator be considered (Corey, 2000).

The leaders are role models for the adolescents in their group who take appropriate behavioural cues from the adults. An effective leader demonstrates how to relate openly to other group members. Adolescents are responsive to honesty, congruency, caring and humour. Congruency is the match between words and facial expressions, behaviours, and intent. Glasser (1990) advocated the use of humour, friendly involvement, no criticism or punishment, and persistence. Leaders need to be able to promote a climate of warmth, understanding, acceptance, concern and respect within the group. They must be able to engage the adolescent in discussions and establish empathy through such techniques as skillful questioning, reflective thinking, and checking perceptions (Corey, 2000). Working with adolescents can be demanding, so it is important that leaders are sensitive to their own reactions to the dynamics of the group and to the situations that arise. They must be willing to explore and relive their own adolescent experiences so that they can react genuinely to the group experience. The leaders must be aware of Reality Therapy techniques and be sensitive to their own reactions to group dynamics in order to create a positive group environment. Fostering a positive peer-group culture and facilitating skills training requires a delicate

dance. The safety of the group as well as the interpersonal relationships of the participants at home, at school, in the community, and in their peer group must be considered.

*Outcomes and Purpose of Program*

The participants will learn Choice Theory in order to enhance understanding of their reasons for choosing behaviour. The program is intended to assist participants to move from an external control outlook to an internal control stance. By identifying internal motivations in behavioural choices through learning Choice Theory in a supportive environment, students may be able to transfer those skills to other life situations. As well, by changing the way they perceive and behave within their worlds, they may be better able to define what success means for them. The group will explore how their basic needs affect their behavioural choices. They will examine the differences in their perception of control in their lives as they learn how their behavioural choices result in responses from others. They will also identify behaviours that work for them and gain understanding of how to transfer successful behaviours to other areas in their lives. They will learn evaluation skills that are related to problem solving to help them navigate through the variety of situations that arise in their lives. Participants will negotiate personal meaning while coming to a group. Facilitators need to encourage exploration of topics, keep the group on task, summarize and highlight emerging themes while encouraging personal and group insight.

The underlying premise of Choice Theory is that people are responsible for the choices they make and that we choose behaviours to meet our needs. Therefore, by becoming aware of and understanding the reasons why we behave, we may be motivated to question our choices. This awareness may result in changes in thinking and behaviour

that lead to more self-control and responsibility which no longer fit within a stimulus-response approach to human behaviour. This curriculum is, hopefully, a planting of seeds for self-growth. The participants may not demonstrate any behavioural changes during the course time, but they may begin to think about how to satisfy their needs in ways that will bring them different outcomes.

*Limitations of the Curriculum*

It is also important that anyone wishing to implement this group curriculum also considers and be aware of its limitations. This is a ready-made program that provides a supporting structure that can be field tested with students. Academic literature contains very little in the way of critique of Choice Theory and this would be an area where further research would be helpful. The curriculum should be implemented reflectively in order to adapt and modify the sessions as needed to meet the goals. Choice Theory training may not help children overcome the effects of poverty, neglect or abuse but it may give them some tools to more effectively manage their behaviour choices in their life circumstance.

As a final limitation, I would also recommend that Choice Theory be introduced as a separate unit and not in conjunction with any other CaPP or Life Skills Program. This is because Glasser (1996) has specified that Choice Theory/Reality Therapy be taught as a unified work that is not modified through another theory that may use coercive means. Glasser (1996) requested that those practitioners who have been certified with the Glasser Institute be limited to the therapeutic technique associated with Choice Theory/Reality Therapy; however, creativity is encouraged within the structure of Choice

Theory. Although facilitators need not be certified, they should be familiar with and comfortable using the language and concepts of Choice Theory/Reality Therapy.

Leaders also need to consider the ethics of facilitating a Choice Theory curriculum.

*Ethical and Professional Considerations*

Teachers get their legal authority for classroom instruction from the provincially mandated curriculum. If this curriculum cannot be shown to correspond to provincial curriculum goals, it should not be taught. This is simply the legal structure of public education. Please note however, that all students in alternate education programs in British Columbia are on Individual Education Plans. This is where the legal authority to deliver and implement a social and emotional needs program may be derived. In British Columbia, parents and guardians are informed of the youths' participation in the program when the Individual Education Plan is developed.

As well, the issue of privacy must be considered. At the onset of the Choice Theory course, it is important that the issues of self-disclosure and confidentiality be raised. It is important that participants understand they have the right to confidentiality and that stressful situations and invasions of privacy may occur during group, both from their own and other participant's disclosures. The participants should know that although confidentiality is stressed, the group leader has no control over the behaviours of other participants when they are not in the group. The leader has the responsibility of guiding the group as well as supporting and debriefing individuals who encounter stress stemming from the sessions.

*Summary*

This curriculum was developed for students experiencing a wide variety of social, emotional and behavioural difficulties who are at-risk of dropping out of school. The Choice Theory curriculum focuses on helping individuals understand how unmet needs motivate choice so they may make more needs-satisfying and positive behavioural choices based on understanding what needs they are trying to meet. Through gaining understanding of how unmet basic needs often govern behavioural choices, participants learn to gain more positive control over their lives while accepting responsibility for the outcomes of their choices. Choice Theory is centred on the premise that all behaviour is an attempt to meet one of the five basic human needs. These are survival, love and belonging, power or mastery, fun, and freedom. Problems arise when these needs are not met and behavioural choices are often made that make the situation worse. Glasser (1998) believed that the majority of the problems that people encounter are based on unsatisfying relationships and that learning what needs are motivating behaviour choices helps people develop needs-satisfying relationships. Learning Choice Theory helps people focus on making behavioural decisions that meet an inner picture of striving to do one's best. This inner picture of being the best one can be in an ideal world comes from a Quality World picture book that individuals develop from birth.

When students attend a school that is striving to be placed in that picture book as a Quality School, they learn to work towards meeting that inner picture of doing their best. This means that the staff is also working towards delivering quality teaching and demonstrating such by matching their behaviour to their words and through lead management. This means moving away from external control or boss management and

creating a more needs-satisfying environment for students. Training in the first level of Choice Theory/Reality Therapy helps a school staff create a shared vision of quality which is then be imparted to the students. With both staff and students understanding the concepts and working together, accepting responsibility and attaining desired outcomes becomes a common goal. It is expected that the students will be able to apply their new skills and understanding in their lives outside the school.

I developed these curricula as a guideline for myself, as well as others, who may be interested in presenting Choice Theory to students. The curriculum can be adapted for cross-cultural use while retaining the central principles of fairness and respect. It can be adapted for both single and mixed gender groups. The length and frequency of the sessions may also be adapted so participants have the opportunity to practice between sessions. Various problems that occur with adolescent groups are discussed and possible solutions presented. Group leaders must be familiar with both Choice Theory and the techniques of Reality Therapy as well as aware of their own reactions to group dynamics. The purpose of the curriculum is to enhance participants' understanding of their motivation for choosing behaviours. Practitioners are encouraged to use creativity within this framework.

# Part II: The Curriculum

# Towards a Quality Life:

# A Choice Theory Curriculum

## Module Layout

Each module is a self-contained unit that introduces a different aspect of Choice Theory and consists of three sessions with the exception of Module 2, Total Behaviour, which has four sessions. Before beginning the modules, an additional session must also be included for establishing group rules and procedures as well as guidelines that aid in creating a positive peer culture. The rules of conduct may be referred to as necessary as the group progresses through the session. Although this session may be omitted if this curriculum is being introduced in an established group, a reminder of the rules of conduct may begin the first Basic Needs session. The first module may also begin with a beginning group during this session if the group moves quickly through developing group rules.

Each module shares a common format and is focused on a specific aspect of the theory. A learning objective for each session is included. The facilitator begins the session with a summary followed by a check-in so that participants become familiar with the group once again. Next is a warm-up exercise and suggested discussion questions about the particular concept that will be introduced. An activity that involves either active participation or writing, along with suggested discussion questions, follows. A journal question to be filled in and handed back at that time ends the session. Suggestions for the journal questions are included; however, the facilitator may create a question that may have more relevance for the group. The facilitator responds to the participant's answer before handing the journals back at the next session. Worksheets and handouts for each session are included following the journal question. The handouts are coded according to the module, the lesson, and the numbers of handouts in the lesson, for example 2:3-1c is module 2, session 3, and handout 1c.

The facilitator generally introduces the key concepts to the participants following brainstorming of definitions, after an activity, or as an introduction to an activity, depending on the group.

The participants may be ready to move on to the next module after two sessions although three for each concept are included. The facilitator may decide to return to a concept at anytime during the subsequent modules according to how well the participants appear to have integrated and understood the ideas.

## Getting Started

Recommended reading for preparation for the first session includes W. Glasser's *The Quality School: Managing students without coercion*, *Choice Theory: A new psychology of personal freedom*, *The Control Theory manager: Combining the control theory of William Glasser with the wisdom of W. Deming to explain what quality is and what lead managers do to achieve it*, and R. Wubbolding's *Reality Therapy for the 21st Century.*

Through becoming familiar with the key concepts of Choice Theory and starting to integrate them into your own life, you will begin to role model what you are asking your students to learn. The key concepts are: a) all behaviour is chosen to meet one or more of the five basic needs, b) all behaviour is intentional and purposeful, c) all behaviour is internally motivated

to meet an ideal internal picture, and d) while we may not choose what happens to us, we always choose how to respond. The leaders' goal is to assist the participants in gaining self-awareness of their internal motivations in choosing behaviours. The knowledge that all behaviour is chosen for a reason may help participants in decision-making and goal setting. Through guiding participants to an understanding of how self-knowledge can be of value to them, the leader assists the participants in learning how to translate the knowledge into choosing behaviour that may have more beneficial outcomes. The behaviours then become ingrained through everyday practice.

Being an effective group leader involves self-awareness and sensitivity to others. Working with youth requires personal honesty as well as a great deal of flexibility. As leader, you will be demonstrating appropriate risk-taking so that participants do not feel pressured to contribute past their comfort level. It is important to emphasize that these are not counselling sessions and that participants could seek counselling or speak privately with you later.

**Establishing Goals and Objectives**

The facilitator may inform the participants that the goal of the curriculum is to introduce Choice Theory to help adolescents become aware of reasons for choosing behaviours while providing them with tools for self-evaluation. By taking responsibility and control of their behaviour, recognizing that they choose how they act, think, emote, and respond at physiological level, students will gain more beneficial problem solving skills. They will also gain an understanding of how better to cope with the demands of society. This understanding may help such youth to choose different behaviours in social situations as they learn how to identify and meet their needs in ways that may have happier consequences for them. As well, understanding how values influence their decision making will help the participants choose behaviours that mesh more effectively with societal expectations and their own personal peer society.

The leader helps the students practise the new skills until they become acting and thinking habits.

**Monitoring Participant Progress**

Participant progress is monitored through an ongoing leader-participant journal. The facilitator poses a question at the end of each session to which the student responds. The facilitator responds to the question before returning the journal to the student, thus creating a dialogue with each student. The dialogue is an opportunity for the facilitator to create feelings of safety and trust. Possible journal questions included in these programs are intended to open the communication. The leader may also include a written description of a scenario that corresponds to a hypothetical "real" situation the group member might encounter, and ask the participants to respond according to the key concept of the session module. Questions might include: What need(s) were you meeting? What behaviour did you choose? What would you do differently?

## Session 1: Creating a Positive Peer Group

**Learning Objectives**

The first session involves participants becoming acquainted with the other group members, establishing safety rules and confidentiality within the group as well as building trust between the facilitator and group members, and goal setting. Group members will become more familiar with each other through this opportunity of developing group guidelines, sharing something unknown about themselves, as well as learning something previously unknown about the other members, and finding commonalties with others. Participants also begin thinking of how to meet their needs through goal setting.

Materials: Flipchart and markers.

**Warm-Up and Goal Setting**

The facilitator welcomes the participants to the group and invites them to introduce themselves by completing the statement "A thing most people don't know about me is..." The facilitator may explain to the group that even though some of the participants may have known each other for some time, there are always things that are not known. The facilitator may set an example for the group by sharing an appropriate disclosure. The facilitator then asks participants to share what they would like to gain from the sessions by completing the sentence, "What I would like to gain from the sessions is.... This would meet my need for..."

**Establishing Group Rules and Procedures**

Building rules for how the group should operate and members should treat each other is key to the development of the group. The group may be involved in generating ground rules to develop a safe environment. The leader records the ideas. When the list appears complete, ask for volunteers to write the guidelines on a separate piece of paper that could be used at each session. As an alternative, the leader may present them with a list that stimulates negotiations and helps the participants develop their own rules. The facilitator needs to foster a positive peer-group culture while building a climate of trust (Eggert, 1994).

Ground rules may include: taking responsibility for feelings and behaviours, respecting other people's opinions' avoiding putdowns, asking for help, respecting other people's rights to complete what they are saying, keeping on track, not criticizing, being on time, committing to the program, and maintaining confidentiality.

**Brainstorming Activity**

Participants are invited to brainstorm rules that would be appropriate for the group. Discussion questions include: Can any of these rules be combined? Does everyone agree to abide by these rules? How do we make sure these rules are followed? What happens if someone doesn't follow the group guidelines?

# MODULE 1:

# THE BASIC NEEDS

## Module 1: The Basic Needs

### Purpose

The group is introduced to the premise that all behaviour is an attempt to meet one of our five basic needs (Glasser, 1998). Participants begin to develop an understanding of how basic needs influence how we choose our behaviours.

### Module 1: Learning Objectives

The following sessions include warm-ups and activities that focus on becoming aware of what people's needs are and how people meet those needs. As the participants learn to differentiate between needs and wants, they also begin connecting feelings, activities and behaviours with needs. Participants start to learn how behaviours are actively or unconsciously chosen to meet their needs. Understanding how people choose behaviours to meet their needs and control their environments prepares group members to begin looking at both *total behaviour* and internal versus external motivation.

### Key Concept: Basic Needs

The five basic psychological needs that all humans have are survival; love and belonging, power or competence, fun, and freedom. Each person has different and specific pictures in their minds of how they want to meet their needs. Everything that we as people do is an attempt to fulfill our needs.

### Survival Needs

Glasser (1998) talks about two aspects of survival. The first aspect is the genetic programming of the struggle to survive. This involves the desire to do whatever it takes to survive both now and in the future. At the far end of this struggle, when survival is ensured, lies security. Security means making sure survival needs are not only met, but also maintained. When survival needs are met, it is then possible to begin satisfying other needs.

The second aspect of survival that Glasser talks about is based on the notion that the human species has a will or need to survive. This is accomplished through sexual pleasure. These survival needs are based in out reptilian and limbic brains. On the other hand, our four psychological needs are located in our cerebrum or cortical brain.

### Four Psychological Needs

### Love and Belonging Needs

Glasser (1998) said that relationships and lasting love are of interest to everyone. He believes that it is difficult to keep love and sex going for anywhere near a lifetime and that understanding how we meet our basic needs helps us in maintaining healthy relationship with others. Glasser stated that most of our problems are relationship based. He believes that a lack of understanding of how we use control in our intimate interactions makes it hard, if not impossible, to love someone who wants to control or change us or whom we want to control

or change. He depicts the difficulty that we have with intimate relationships by contrasting it with the fact that we rarely have difficulty with friendship. Usually we make and keep friendships easily. Glasser reasoned that friendships are easy to maintain because we do not try to control or change our friends; we accept our friends for who they are. Both love relationships and friendships are two-way streets of giving and receiving, and difficulties arise when we want more than the other person is willing to give.

**Power or Mastery Needs**

Power is defined as an ability to create and maintain an impact on the world. There are two kinds of power that are important in Choice Theory. The first is external, that is power and control over others through force, coercion, manipulation, fear, buddying, peer pressure, ridicule, and so on. The second power is internal, that is, making a choice to do the best we can in order to meet an internal picture of ourselves. It is this second kind of power that Glasser focused on strengthening so that we move away from a stimulus-response type existence into a world where we have control over our responses, make conscious choices and retain internal power. Internal power helps us as people to manage our own lives.

**Fun Needs**

Fun is generally described as "pleasant diversion or amusement; light hearted playfulness or gaiety; enjoyable recreation as well as pleasantly diverting without seriousness" (Funk & Wagnall 1980, p. 541). The connection between fun and love and belonging can be expressed through relationships where we have curiosity about the other, and are playful together. Glasser (1998, p. 41), however, also believed that

> Fun is the genetic reward for learning. A component of the art of learning is curiosity and creativity. Without curiosity we do not learn. Curiosity is expressed through asking questions, noting something special, the ability to problem solve and wanting to know. It takes a lot of effort to get along with others and the best way to do so is to have some fun learning together.

**Freedom Needs**

Freedom is associated with personal liberty and self-determination in choice, thought and action as well as people's ability to avoid being constrained controlled or restricted. Glasser (1998) saw freedom as concerning us more when it is threatened by others' power to remove it. When we lose freedom, he believed our ability to be constructively creative is diminished or lost. Glasser tied the ability to be constructively creative into the trait of altruism; he argued that "people who feel free to create are rarely selfish [as] they get a lot of pleasure from sharing their gift" (Glasser 1998, p. 40).

**Session 1: The Basic Needs**

The first session introduces participants to the concept of the Five Basic Needs, focussing on the premise that all behaviour is a best attempt by people to meet their needs and that all behaviour is chosen.

**Session 2: The Basic Needs - The Needs Cups**

The second session focuses on the analogy of people's needs as cups with a hole in the bottom. The cup is constantly filling or draining according to the situation.

**Session 3: The Basic Needs – Needs and Wants**

This session focuses on the similarities and differences between needs and wants.

## Session 1: The Basic Needs

### Learning Objectives

This activity focuses on introducing Choice Theory to participants as a way for them to learn and gain some understanding of how people choose the way they think, feel and behave. The brainstorming activity provides members with the opportunity to learn about their basic needs and how those needs can be subdivided into five basic categories that cross over. In the written part, participants begin to think about how people's needs govern their behavioural decisions while gaining awareness that all behaviour is a choice made in order to meet those needs.

Participants will gain a sense of inclusion, group coherency, and trust while having fun.

Materials: Flipchart, markers, balls, handouts – 1-1-a Basic Needs, 1:1-b Basic Human Needs, 1:1-c Personal Needs, journal books.

### Check-in and Warm-up

The Name of the Game (Allen & Levan, 1986)

The facilitator begins by asking participants to recall the group guidelines before introducing "The Name Game". The facilitator passes a ball around the circle while saying his or her name. Each person receiving the ball repeats the name of the person passing the ball and his or her name before passing the ball to the next person. When the circle is complete, the facilitator again says his or her name, calls another person by name and tosses that person the ball. That person then says the name of the person tossing the ball, his or her name, and calling another by name tosses the ball to that person. This action is repeated as the ball is tossed back and forth around the circle. If the person does not remember the name of either the person throwing the ball or the person to whom he or she is tossing, he or she must ask and repeat the name before proceeding with the activity. The game continues until everyone can remember the names of the people within their group. The facilitator may add several more balls to the mix as the group demonstrates more competencies in remembering, catching and tossing. Check-in and warm-up are combined in this activity as it may take some time.

### Brainstorming Activity

The Five Basic Needs

The facilitator divides a large paper into the five basic areas of love and belonging, power, fun, freedom, and survival without identifying the areas, then asks participants to brainstorm what ways people use to meet their needs. As the participants brainstorm, the facilitator writes the ideas in the different areas according to the need that is expressed. When the areas appear fairly complete the leader will ask the participants what the commonalties are in the various areas. The facilitator will then introduce the needs according to the brainstorming results, examining crossovers and clarifying the differences between wants and needs, as these distinctions become apparent. Each participant is then given a Basic Human Needs

Sheet and a Personal Needs sheet. The Basic Human Needs handout is an information sheet for participants. Participants may want to record their expanding understanding of the need as each is introduced and as discussion is generated. Participants write how they meet their own needs in the Personal Needs sheet. They may include people, experiences, and activities that help them meet their needs in the various areas. Glasser stated that we meet our needs either through people or activities. While the participants are filling in the sheets, the leader circulates to brainstorm specific activities with individuals and discuss any stumbling blocks that individuals may encounter. Some participants may have difficulty finding positive people and ways to meet their needs. The facilitator may offer positive behaviours and interactions that they have noticed on the part of certain participants during group and encourage them to share those things. When completed, these may be shared with participants in pairs or with the total group.

Discussion questions might include: What people and activities do we, as a group, have in common? What are some of our differences? What are some of the commonalties between our needs? How will learning about our needs help us in choosing behaviours? What need are you meeting by participating in the group? How do you usually meet that need?

**Journal Question**

How do you think learning about behaving to meet one or more of the Five Basic Needs will make a difference in understanding yourself?

# Basic Human Needs

## Survival

We need to be able to meet our day-to-day survival needs for air, water, food, light, warmth and protection in a safe environment.

## Love and belonging

We need to be able to give and accept from each other the affection, care, and friendship, we as people, deserve.

## Power or Mastery

We need to recognize that what we do and say is important and to have recognition by others as having something to do or say that is important.

## Freedom

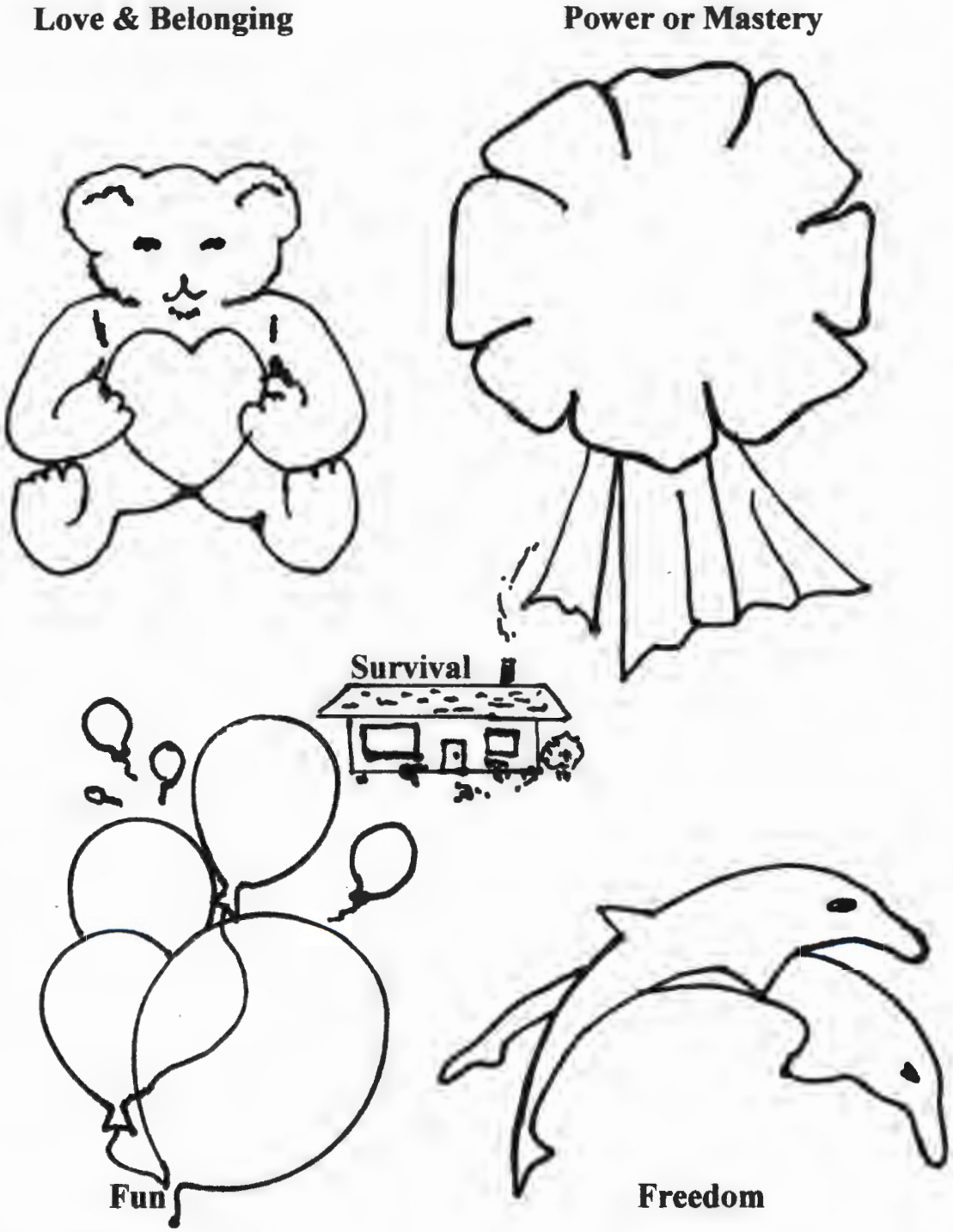
We need to recognize that we have choices in our lives and to recognize that we are free to think and act in ways that does not restrict either others or ourselves.

## Fun

We need to be able to engage in behaviour that has enjoyment, laughter, and good feeling for all those involved. Additionally, we need to learn new things that satisfy our curiosity, to have a feeling of being creative, to be able to make things, and to be able to make things happen.

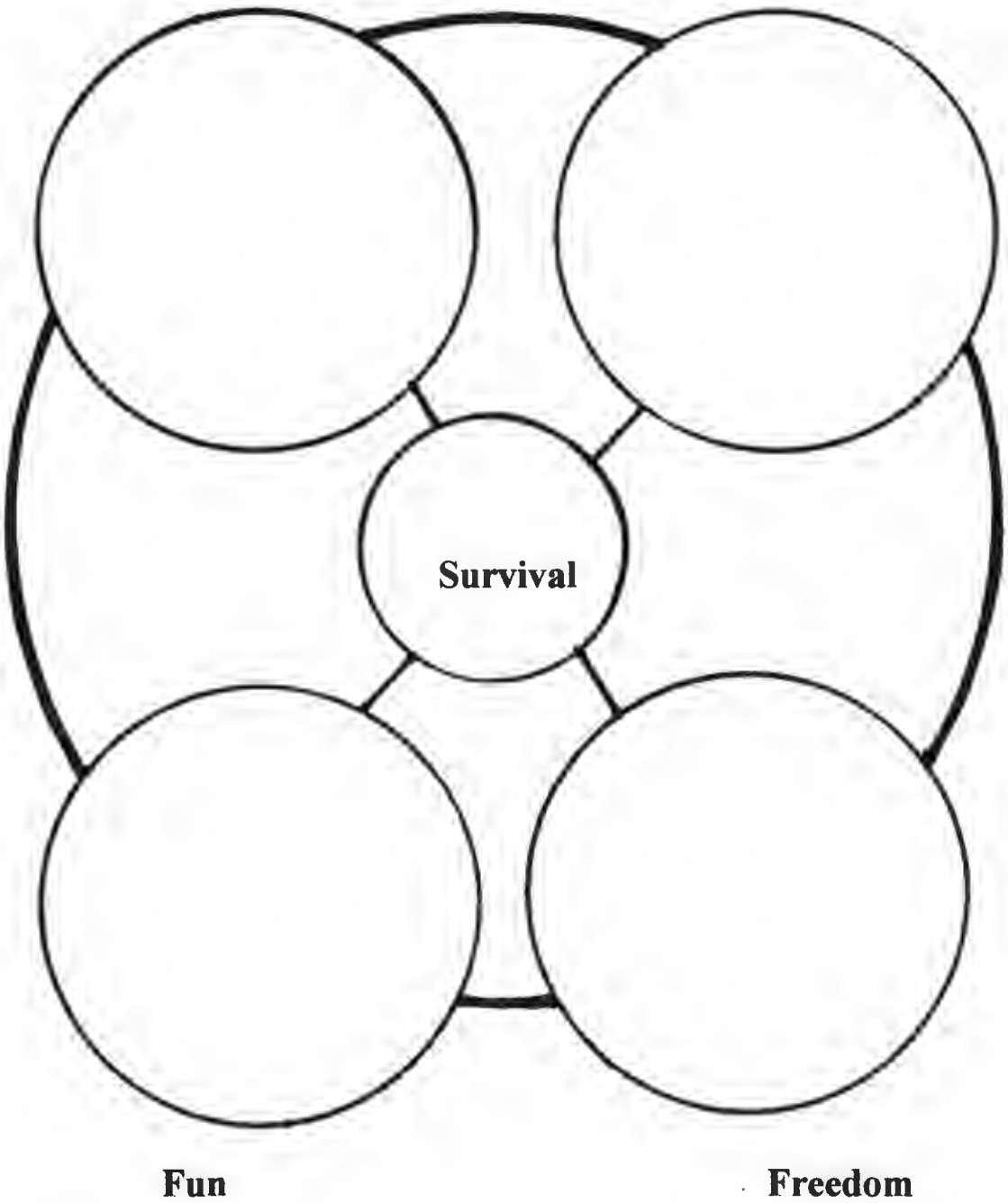
1:1a – Basic Human Needs (Brierley, 1990)

## Personal Needs




1:1-b Personal Needs

# Personal Needs




1:1-b Personal Needs

## Session 2: The Basic Needs - The Needs Cups

### Learning Objectives

Participants are provided with an opportunity to refocus on the previous session by letting the group members know how they might be interacting during the session and what need they are trying to meet. This presents them with an opportunity to gain insight and understanding about the other group members while having fun.

Glasser (1998) stressed the importance of linking fun with learning and creativity. The activity helps participants with making the "fun equals learning equals creativity" link. They will begin thinking about the benefits of fun in learning and looking for ways to have fun that is acceptable in an educational setting. Glasser (1998) stated that "it takes a lot of effort to get along with each other, and the best way to begin to do so is to have some fun learning together."

Participants also learn to identify individuals, groups and activities that keep their cups full while helping them continue to feel good. It is also useful to learn to identify people, activities and situations that are draining.

Materials needed: Flipchart, markers, pens, pencils, paper, 1:2-a Partner Interview, 1:2-b Personal Needs Cups, handout.

### Check-in

The facilitator asks the group members to check-in by completing the following sentence: "Today I am going to ... during the session because I need to meet my need for..." The facilitator then summarizes the key concept introduced in the last session.

### Warm-up

Partner Interview 1:2-a

The facilitator divides the group into pairs by asking members to partner with the person across from them. Each person is given an interview form to interview his or her partner. Interviewees then choose three items they would like their partner to share about them when they return to the circle.

### Brainstorming Activity

Needs Cups

The facilitator asks group members to brainstorm the words that they associate with fun and play. Some words that come up might be enjoyment, pleasure, children, frivolous, waste of time, games, and so on.

Questions to consider for the discussion might be: What is positive about fun and playing? What is negative? What is society's attitude towards fun and play? Is fun and play only for

children? How do fun and play fit for us throughout our lives? Is learning fun? Can you have fun even doing hard work? How do children have fun? What is the connection between fun and learning? How is curiosity eliminated from our lives? What keeps curiosity alive? Does curiosity necessarily equal fun? When does the fun get taken out of learning? How can fun be put back into learning and still be accepted in a school setting? How do peer groups influence expressing curiosity in school? The facilitator can then develop the analogy of people's needs as cups. These cups can be said to have leaks in the bottoms so that people must continually look for ways to keep them filled. The facilitator will then discuss ways that cups may be drained and refilled.

**Written Activity**

The participants will draw cups that represent their needs, and fill the cups to their present state of fullness. Each cup will be deemed to have a hole in the bottom that keeps the cup draining. Participants' are asked to consider their cups current level of fullness and what is in their cups that keeps them full. A Personal Needs Cups 1:2-b handout is provided if the participants are not comfortable drawing their own. Participants draw their level of fullness for each cup and return to the group for debriefing.

Discussion questions to consider might include: What things currently fill our cups? How do the things we choose to do keep our cups filled? What kinds of things continually drain our cups? What kind of things do we do to plug the holes? What happens when our cups all feel empty? What can we do to refill them? How do we keep our cups balanced?

Journal Question

How does thinking about your needs as cups that need refilling help you understand how events and situations affect your mood? In what way did you participate today? What need were you trying to meet?

## Partner Interview

**Full name:** _____

**Birthdate:**_____

**Favourite book** _____

**Favourite magazine:** _____

**Favourite movie:** _____

**Favourite movie actor / actress:** _____

**Favourite singer:** _____

**Favourite CD:** _____

**Favourite sport:**_____

**Favourite school subject:** _____

**Favourite food:** _____

**Favourite pastimes:**_____

**Favourite place:** _____

**Favourite saying:** _____

**Future goal:** _____

**Most significant person:** _____

**My one wish:** _____

**One thing I like about myself:** _____

**Favourite place to go:** _____

**Favourite pet:** _____

**Birth order in family:** _____

**Favourite friend:** _____

**Favourite time of year:** _____

1:2-a Partner Interview

# Personal Needs Cups


1:2-b Personal Needs Cups

## Session 3: The Basic Needs – Needs and Wants

### Learning Objectives

Materials: large ball of string, flipchart, paper, pencils, pens, magazines.

### Check-in

The facilitator summarizes the concepts of the basic needs as cups that are continually draining and in need of refilling. The facilitator then asks the group members to check in by completing the following phrase: "If I could be on holiday anywhere in the world right now I would choose … because I need …" participants are then asked how they could meet that need today.

### Warm-up

The Name of the Game (Allen & Levan, 1986))

This is a variation of the ball throwing game. In this case, the leader tosses a ball of string to someone across the circle, calling his or her name, while holding on to the end of the string. The person, who receives the ball of string, also holds on to the string before calling another participants name and tossing them the string. The ball of string is passed around the group until it returns to the leader. The leader may ask various group members to raise their string and other members to hold their string near the floor. The string pattern created by the group changes as members shift their holding placement. For debriefing, the leader may ask how the string could represent how wants are tied to needs and activities and how shifting positions alters the desired picture.

### Brainstorm Activity

The leader asks the group to brainstorm the differences between needs and wants and records the answers on the flipchart. Further questions might include: What ties needs and wants together? What are some of the ways we meet both our needs and wants?, What are some of the commonalities we share with others?

### Collage Activity

Participants are then asked to make a collage that represents the differences between their needs and their wants.

### Journal Question

What are some of the ways you meet both your needs and wants?

# MODULE 2:

# TOTAL BEHAVIOUR

## Module 2: Total Behaviour

### Purpose

To introduce Total Behaviour to the group so that participants understand how thinking, feeling, acting and body physiology are active components of how we choose behaviour to meet our needs. Participants will begin to understand how we choose our Total Behaviour, how behavioural choices influence outcomes, and how taking calculated risks might promote change.

### Module 2: Learning Objectives

Participants learn and understand the concepts that all behaviour is a choice; that we always have control over our behaviour; and that all we do is behave.

### Key Concept: Total Behaviour

Total behaviour is comprised of thinking, which includes voluntary thoughts, and self-statements; acting, which includes fight or flight responses; feeling, which includes the things we can sense, and physiology, which includes physical reactions such as heart rate and sweating. Glasser believed that "since all that we do from birth to death is behave", it is crucial to understand that "not only are we actively choosing what we are complaining about, we can also learn to make better choices and get rid of the complaints" (Glasser, 1998, p. 63). As well, we are always trying to choose behaviours in ways that give us more effective control over our lives. Sometimes the behaviours work well and we keep using them. Sometimes the behaviours no longer work for us and they become problematic.

Many people believe the fight or flight reaction to be a physiological behaviour which is beyond their control. Certainly the physiological responses such as an accelerated heart beat or sweating may not be controllable but the action following the reaction can be controlled. Each of these reactions is effective in different situations as adrenaline prepares people to respond. Learning to take a deep breath, and step back and think before taking action controls the effect of adrenaline. Thinking then choosing actions helps to control impulsive behaviours. Students need to know that although according to the situation there are times when either fighting or fleeing makes sense, they can exercise more control over their behaviour through practising stepping back mentally while taking a deep breath, and analyzing their best choice before acting .

When our choices no longer work for us we can do one of the following: we can keep on what we are doing, change what we want, change what we are doing, or change both what we want and what we are doing. Although Glasser (1998) emphasized that we are always trying to behave in ways that give us effective control over our lives, we have most control over our thinking and acting; however, what we are feeling and our physiology are inseparable from our chosen thoughts and actions. He believes that how we choose to behave in any given situation is our best attempt to gain control, better than any other behaviour that we can think of doing at that time. Glasser changes nouns into verbs while describing physiological behaviours as he believes that many illnesses such as headaching, stomach cramping,

depressing, and so on, may be chosen instead of getting into an overt conflict with another and possibly making a situation worse.

However, when the feeling becomes too painful, the person may have to choose a different behaviour to regain effective control and move away from feeling pain. That is "when we are not in effective control of our lives our physiology may get painfully involved in that loss of effective control. We may not get sick, but we cannot have a normal physiology any more than we can feel good when we are frustrated" (Glasser, 1998, p. 79). Glasser also said that the only person's behaviour that we can change or control is our own.

As well, Glasser (1998) believed that choices are either externally motivated, that is, to gain reward or to avoid punishment, or internally motivated, that is, to be the best one can be.

**Session 1: Total Behaviour**

The first session introduces participants to the concept of Total Behaviour using the analogy of a car driven by the Five Basic Needs.

**Session 2: Total Behaviour - The Car on the Road**

The second session continues using the car and the road it is travelling on as an analogy for choosing behaviours to determine outcomes or to change where the car is heading.

**Session 3: Total Behaviour - Fight, Flight or Freeze Behaviours**

The third session invites participants to look at behaviours in real-life situations, identify the fight or flight and other normal responses, and look for alternate behaviours that might generate different outcomes at those times.

**Session 4: Total Behaviour - Risk-Taking**

The final session invites participants to look at internal and external reasons for choosing behaviours. Participants evaluate where the road they are travelling on is leading them, if that is where they would like to go, and what is involved in changing direction. It focuses on the risks taken in changing behaviours and introduces the concept of giving oneself credit for taking a risk regardless of the outcome.

## Session 1: Total Behaviour

### Learning Objectives

Participants are provided with an opportunity to reconnect with each other while encouraging looking for positive experiences in their lives. Participants learn the concept that the needs driving behaviour are similar to an engine driving a car. The five cylinders of the car are love and belonging, power or mastery, fun, freedom and survival. It is a front wheel drive vehicle and its front wheels are thinking and acting. The rear wheels are feeling and physiology. When feelings and irrational thoughts predominate, behavioural patterns are created that keep the wheels spinning in a rut and not going forward. Participants learn to identify and change, through thinking and acting, the feelings, body sensations and behaviours that are keeping them stuck. Participants also learn how looking in the rear view mirror keeps us bogged down in the past and hampers our ability to change. The car represents the fact that we work as a whole and not by parts. Participants begin to understand the nature of changing behaviours and begin taking more responsibility for their own behaviours.

Materials: flipchart, markers, handouts - 2:1-a – Car Drawing, 2:1-b –Total Behaviour, 2:1-c – blank car outline.

### Check-in

The facilitator invites the participants to discuss something positive that has happened in their life since they last met. The facilitator asks the group to summarize what they have learned about the Five Basic Needs.

### Warm-up

Broken Telephone (Allen & Levan, 1986)

The facilitator sends a message around the group by whispering in the ear of the person next to them. The message is passed around the group until it gets to the last person who says it aloud. The message can only be said once. Questions for members to consider are as follows: How did you feel while playing the game? What did you have control over when passing on the message? What happens in real life when inaccurate messages are passed? How does this affect meeting our needs for love and belonging, power, fun, and freedom, with others? What do you think would be the benefits of effective communication in your daily life?

### Brainstorming and Drawing Activity

The facilitator draws a car that represents how human needs drive behaviour and explains that as a front wheel drive car, thinking and acting power the front wheels. When we are stuck in our feelings or physiology and our car is not moving forward, and then we are spinning on our back wheels. Love and belonging, power, fun, and freedom make up our driving force, the engine. We carry baggage in our trunk and in the back seat as well as beside us. Ask the group to identify other things they would like to see included and what that represents. Ask the group members to draw their own car, the kind they would really like to have, for example a truck, a sports car, or an SUV, and include details that might be

specific to them. Student could also use the internet, catalogues, or magazines to find a picture of their favourite car then describe how it meets their needs. A car handout is included for members who do not feel confident about their drawing skills. When the drawings are complete, members will share their cars with the group.

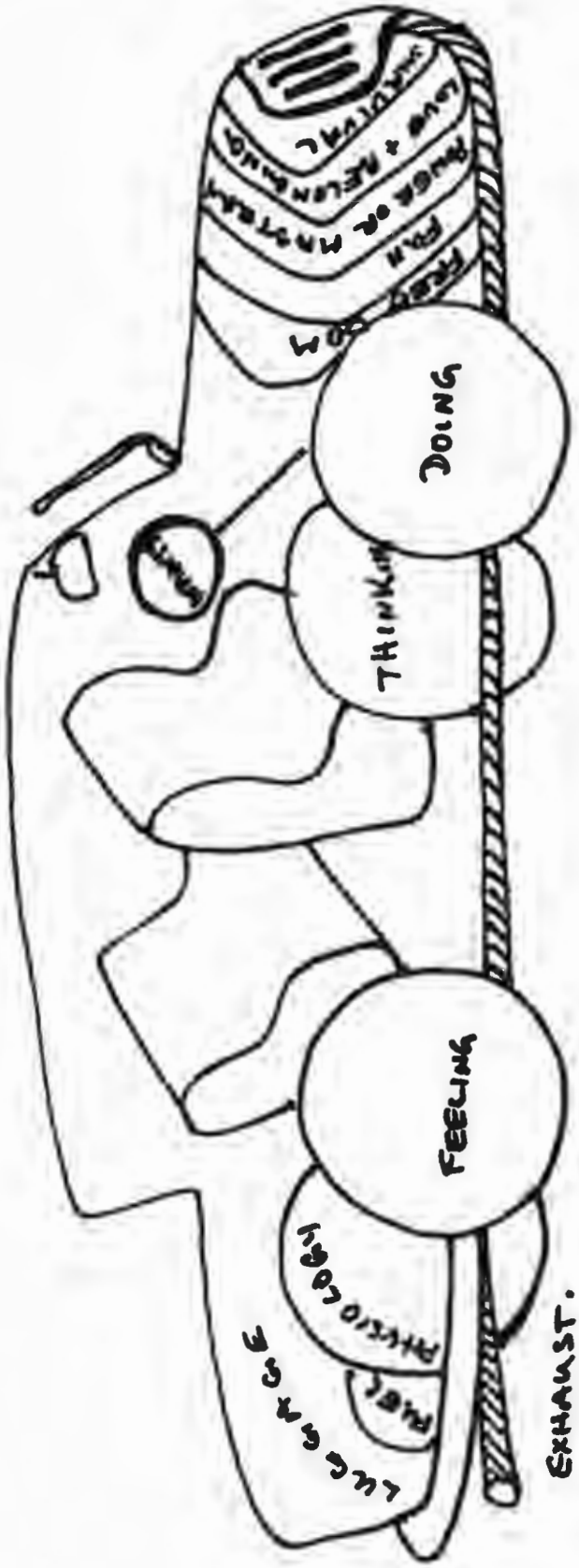
Discussion questions might include: What kind of seat covers does your car have? What is the interior like? What have you included in your dashboard? How many passengers does your car carry? What kind of tires does it have? How much baggage does the trunk hold? What do you carry with you when you are driving? How does driving while looking in the rear view mirror help you? How does it hinder you? What happens when you go mud bogging and get stuck in the mud? How easy or difficult is it to drive on a rutted road? Do you have a map in the car? What kind of tool kit do you have? Is there a jack in the trunk? How well is your car maintained? What kind of poison does your car emit and let out on the world? What does your car tell you about which needs are most important to you?

**Role Play Activity:** Feelings and the self as car

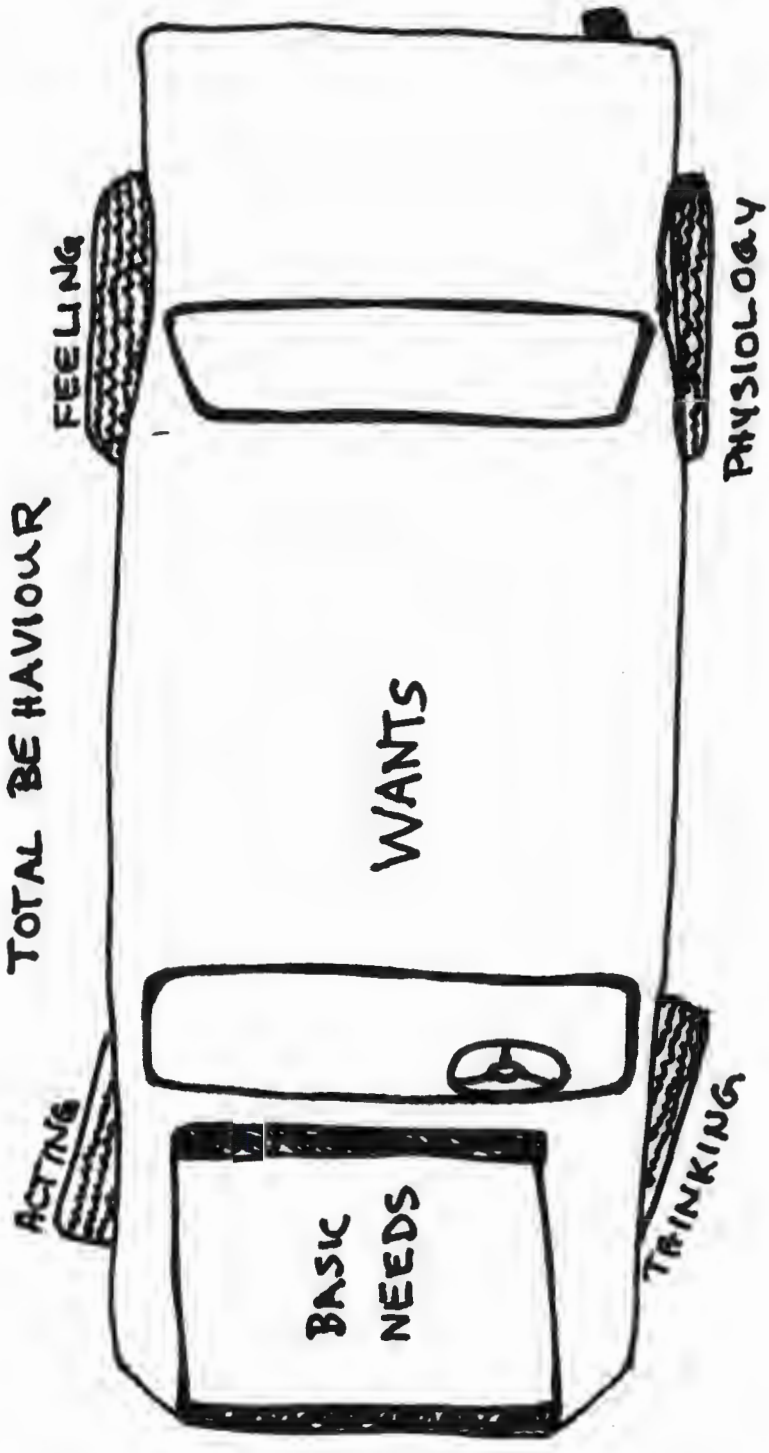
The facilitator invites the group to brainstorm feeling words and records them on the flipchart. When the list seems complete, the facilitator arranges four chairs like car seats and asks for four volunteers. The volunteer group chooses a word and acts out the feeling, thinking, doing and physiology they associate with the word. They may have to verbalize what they are doing without naming the feeling. The main group guesses the feeling.

**Journal Question**

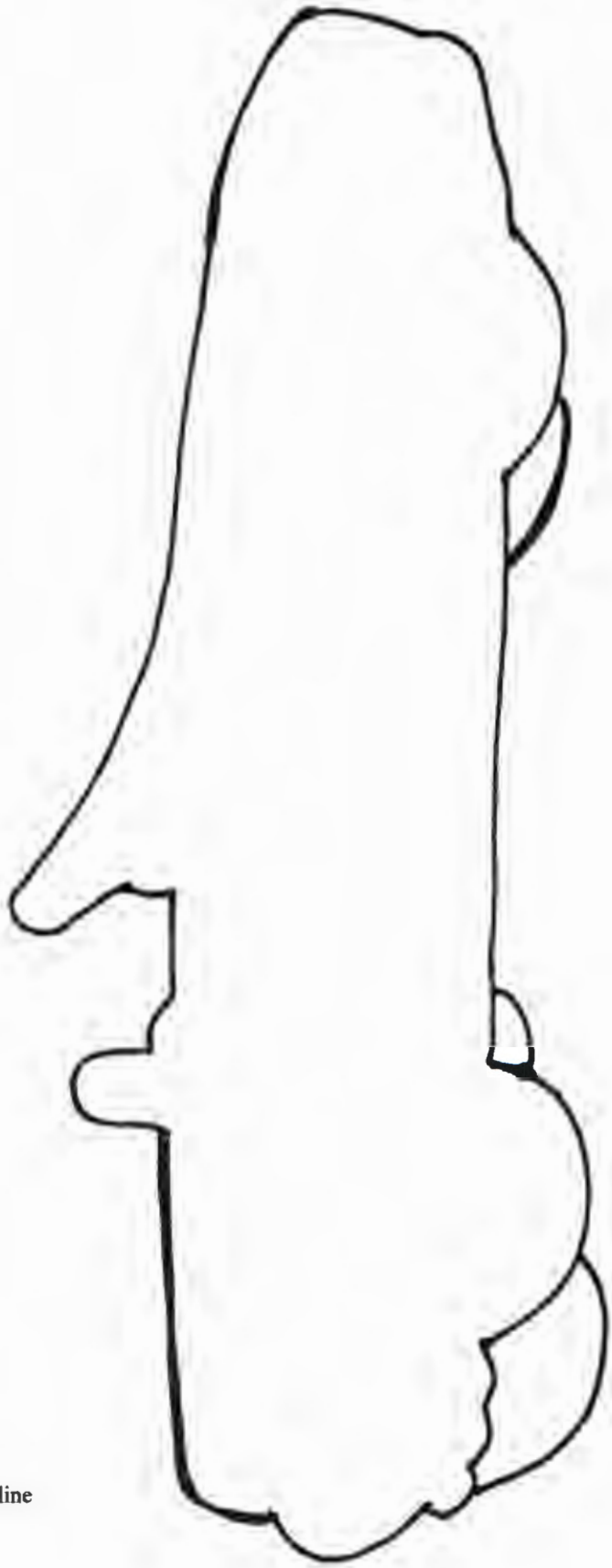
What other idea can you come up with to describe how our thinking, acting, feeling, and physiology work together? Some examples are a traveller with a road map, a band, or a concert tour. What does the idea need to work well?




2:1-a Car Drawing




2:1-b Total Behaviour



**2:1-c Blank Car Outline**

## Session 2 - Total Behaviour - The Car on the Road

### Learning Objectives

Participants refocus and reconnect with each other while sharing the analogies they have developed. They begin relating to their behaviour as a whole system of acting, thinking, feeling and physiology. As well, participants accept that they have self-control and responsibility for their total behaviour when they begin to identify with the car analogy. Participants identify how behaviours are chosen to meet specific needs and identify how different behavioural choices might produce different outcomes. Participants also learn that the most apparent need may be masking a hidden need.

Materials: paper, pencils, pens, magazines, glue sticks, flip chart, markers, handouts – 2:2-a – The Road on which You are Travelling drawing, 2:2-b – Choice Theory Handout.

### Check-in

The facilitator summarizes the concept of people's behaviour as a car, and that we are always in charge of the car we are driving. In addition, the leader mentions that we drive our cars with intent and purpose as we try to meet one or more of our needs, and that all behaviour is internally motivated since needs drive people's behaviours. The facilitator invites individual members to share their drawings of different suggestions for describing total behaviours from the journal assignment.

### Warm-up

The facilitator may use the Car on the Road drawing with an overhead or draw his or her own car on a road. The road may have side roads that lead to various areas such as a city, a farm, or to a lake and mountains. Various items may be beside the road such as a storage shed, a house, an airport, or a mud bog.

Questions to consider for discussion might be: Where is your car going? How much control do you have over your car? What are your responsibilities as a driver? What are you doing to maintain your car? Where are you going? Where do you want to go?

### Drawing Activity

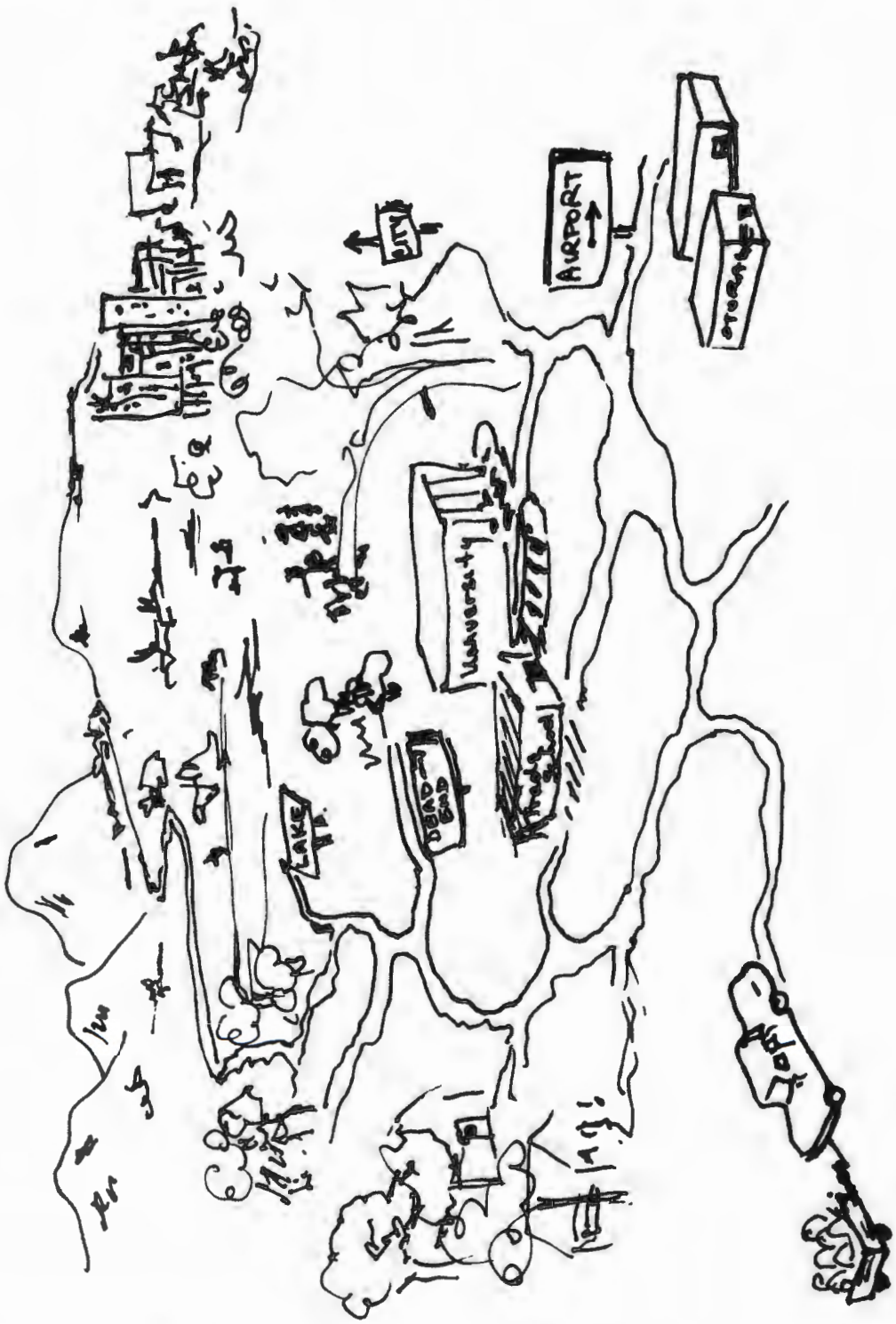
The facilitator asks the group members to draw a picture of the road they feel they are currently on and identify where the road may lead. They may also draw alternative routes they could take. If the participants are not confident about their drawing abilities, they could make a collage of the activity. As well, the facilitator may provide the Car on the Road drawing for participants to use or have made his or her own collage to use as an example.

The facilitator asks group members to specifically identify current behaviours they are choosing to meet their needs and what behaviours need changing in order to change their road. As well, participants are asked to consider if the need that they are trying to meet is masking another need that they may not have considered. For example, a behavioural choice

made in order to meet a love and belonging need may be masking a hidden need for power and control and so on. When the activity is complete, participants return to the group to describe and share their drawings or collages. As the facilitator notices what participants have included in their drawing, he or she might ask: What needs do various items represent? Where is their road going? And so on.

### Journal Question

What would be some reasons that you might be masking a hidden need? Complete the Choice Theory handout for next day.




2:2-a The Road on which You are Travelling

# Choice Theory Handout

A comprehensive theory of human behaviour of how and why we behave

## Principle #1

"We don't always choose what happens to us but we always choose how to respond."

All behaviour is_____

_____ .

## Principle #2

"All behaviour is very intentional and purposeful."

Everything we do is _____

to meet one or more of our _____.

## Principle # 3

"All behaviour is internally motivated."

## Session 3: Total Behaviour- Fight, Flight or Freeze Behaviours

### Learning Objectives

Glasser (1998) believed that all behaviour is purposeful - that all we do is behave, and that behaviour is comprised of thinking, feeling, acting and physiological response. Through gaining awareness of the needs and wants driving behaviour, participants learn that changing thought and action, the front wheels, leads to changing feeling and physiology, the rear wheels. Participants are then able to identify stressful situations in their lives and talk about their typical responses. The group members help in identifying alternative behaviours and discuss what alternate thoughts and actions would or would not work in their real life situations. This involves a shift from feeling and physiology, if the car they are driving is not moving forward effectively, to getting on the front wheels of thinking and acting. Participants have a chance to practice different thoughts and actions in a safe environment. They are able to refocus on meeting their needs in a way that would provide freedom and fun during a brief check-in. Participants also gain awareness of similarities and differences between group members and establish links of common interest and experience with others.

Materials: paper, pencils, pens, magazines.

### Check-in

The leader welcomes the group back and assists the group in summarizing what they have learned about Total Behaviour, the car, and the chosen road. The facilitator then asks the group members to check in by completing the following phrase: "If I could be on holiday anywhere in the world right now I would choose … because I need …"

### Warm-up

Sherlock Holmes Activity (Allen & Levan, 1986)

This is a non-verbal, getting-to-know-you activity. The facilitator divides the group into pairs. Partners take six items from their handbag, pocket or person and show them to their partner. Each person writes down what is deduced about their partner needs from looking at their belongings. These deductions are shared with the group and the partners respond as to their accuracy.

A variation of this activity is to put everyone's items on a table and ask the group to decide what belongs to whom and what needs they represent.

If the participants are reluctant to share their items, they may choose several images from magazines that they feel are representative of how they might meet their five basic needs.

### Brainstorm Activity

Brainstorm stressful situations with the group and then ask the group members to identify helpful and up-front or down-and-dirty or harmful behaviour in those situations. Up-front behaviours are generally non-manipulative and easy to recognize. Down-and-dirty

behaviours can get you what you want but may be damaging to yourself and others over time. The behaviours may cease to work eventually. Discussion questions might include: What can you think or do to change the outcome? How would changing what you are thinking or acting help you? What do you have control over? How do you act about things you have no control over? How could you meet your needs safely? How else could you act? Introduce the concept of *fight, flight, or freeze.* This is a limbic or old brain "physiological reaction to threat in which the autonomic nervous system mobilizes the organism for attacking (fight) or fleeing (flight) an enemy" (Weiten, 1992, p. 647). Our bodies produce adrenaline as a physiological reaction to unknown situations and prepare us for either fight or flight responses depending on what you have learned to do. Sometimes the fight or flight response does not kick in and we freeze. Although we may not be able to control our feelings and physiology, we can learn to not let our rear wheel reactions of physiology and feeling control us. That is, through moving to our front wheels of thinking and acting, we can learn to choose to think first and take actions such as taking a deep breath to control the affects of adrenaline. As well, students need to know that there are times when fighting and fleeing are appropriate actions. Discussion questions might be: What are automatic responses? What comes first, thinking or acting? How does fighting or fleeing fit in with choosing behaviours? How does fighting help the situation? How can you defend yourself without being hurt? What happens when you run away? What happens when you freeze? How does learning about behaviour and need help you in choosing behaviours?

**Role Play Activity**

Ask for volunteers to role-play situations that they might typically encounter in their lives that produce a flight or fight response. First act out the situation with their typical response then try a response based on how they could respond differently with their new knowledge of meeting their needs. This may be a social situation where someone threatens them because they heard they were spreading rumours or because someone didn't like how they were looking at them. The students will be able to come up with situations that more accurately reflect their social reality.

Discussion questions might include: Is it easy to simulate a fight or flight response when you are not startled or feel threatened? What were you thinking? What need were you trying to meet? In real life, how does the fight or flight response help you meet your needs? What was different taking a deep breath and thinking before acting? How did knowing what need you were trying to meet change your behaviour? What were you able to do differently? What were thinking when you changed your response? How did you feel?

**Journal Question**

What different behaviours or responses have worked for you in stressful situations? What needs were you able to meet?

## Session 4- Total Behaviour - Risk-Taking

### Learning Objectives

Participants refocus on returning to the group and begin thinking about challenging themselves to take risks by changing less beneficial behaviours. Participants gain awareness of external and internal reasons for behaving and begin evaluating their motivations for behaviour. They also begin thinking about what motivates them to take risks and try different behaviours. Participants identify risk-taking styles and learn that self-growth and understanding occur regardless of the outcome of the risk. They also learn the concept of giving credit for risk taking.

Materials need: Flipchart, markers, pens, pencils, stars, handouts – 2:4-a Giving Myself Credit (2 pages), 2:4-b Risk-taking Questionnaire (2 pages), 2:4-c Risk-Taking Styles, 2:4-d Action Plan for Risk-Taking (Allen & Levan, 1986),

### Check-in

The facilitator summarizes what the group has learned about fight or flight responses and asks the participants to share a risk they have taken in using a different behaviour than they would normally have used. How was this taking a risk? What was the outcome?

### Warm-up

The facilitator mentally or physically divides the flipchart paper into 3 sections and asks the group to brainstorm reasons for choosing behaviours. One section represents external rewards, another represents avoiding punishment, and the third represents internal motivation and doing one's best. Once the list appears complete, the facilitator might consider the following questions for discussion. What do the reasons in each section have in common? What is different? What is the difference between external and internal motivation? When are you most internally motivated? What is the difference in being rewarded for just adequate work and work in which you know that you have done your best? How does being internally motivated help you to take a risk and try something different? How difficult is it for you to step out of your comfort zone and take a risk?

### Activity

Risk-taking Questionnaire 2:4-b, Risk-Taking Styles 2:4-c (Allen & Levan, 1986)

Participants are given the Risk Taking questionnaire to fill out and when they are done they receive a Risk taking Style sheet to evaluate their answers. The facilitator might consider the following questions for discussion: Does your risk-taking style surprize you? Do you agree with the style types of Vigilant, Balanced, and Carefree? How would you rename the styles? Are styles static or can they change? What were you thinking? What are you thinking when you take a risk? If the risk is successful does your thinking change? How does your thinking affect your feelings? What happens when the risk doesn't turn out well? What do you think? How do you feel? What do you learn from successful risk-taking? What do you learn when

risk-taking is not so successful? Do you give yourself credit for taking risks regardless of the outcome? How does it feel to give yourself credit for taking a risk and being successful? What changes in your thinking when you give yourself credit? When the outcome isn't so successful what are you thinking? Can you give yourself a star for taking a risk anyway? How are growth and understanding connected to taking risks regardless of outcome? How do we distinguish between healthy risk-taking and risky lifestyles?

**Journal question**

What will you change about your risk-taking style before taking your next risk? Please fill in and complete the Action Plan for Risk-Taking 2:4-d, and the Giving Myself Credit 2:4-a, handouts for next session.

# Giving Myself Credit

## Two recent accomplishments

**1.**

## What need was filled?

**2.**

## What need was filled?

## Did I give myself credit? ___yes ___no

## If no, why not?

## Two things I do when I don't have to

**1.**

## What need is filled?

**2.**

2:4-a- Giving myself Credit (Brierley, 1990)

# Giving Myself Credit

## What need is filled?

## Did I give myself credit? ___yes ___no

## If no, why not?

## 2 people I admire and respect?

**1.**

**2.**

## What need do they represent?

## 2 recent decisions

**1.**

**2.**

## What need will I meet?

**Risk Taking Questionnaire** (2:4-b-Allen & Levan, 1986)

1. Attitude to change

   a) I prefer security to change.

   b) I value security and change about equally.

   c) I prefer change to security.

2. Search Strategy

   a) When decision-making, I quickly think of all options, hoping one stands out.

   b) I keep thinking of and going over options.

   c) I think of a number of choices and stop after reasonable consideration.

3. Attention to Feelings

   a) I make decisions based on feeling as well as reasoning.

   b) I make decisions based almost entirely on feelings.

   c) I make decisions based almost entirely on reasoning.

4. Decision Rule

   a) There is one right rule, and I have to find it.

   b) There isn't one right decision, just one that is good enough.

   a) I choose the first decision that really grabs me.

5. Sense of Consequence

   a) I don't think about results; I just expect things will turn out OK.

   b) I worry about bad things that might come about through my decision.

   c) I try to think of both good and bad consequences.

6. Pre-decision Emotions

   a) When taking risks, I mostly feel anxiety.

   b) When taking risks, I feel a combination of anxiety and excitement.

   c) In taking risks I mostly feel excitement.

7. Evaluating Outcome of a Risky Decision

a) After acting on my decision, I tend to worry or regret I didn't do something else.

b) After acting on my decision, I tend to put it out of my mind.

c) After acting on my decision, I tend to think what I have learned from it.

2:4-b- Risk Taking Questionnaire (Allen & Levan, 1986)

**Risk Taking Styles** (for interpreting questionnaire)

For each question across, circle the letter that you chose on your answer sheet, then add the totals to get your style number:

| | VIGILANT | BALANCED | CARELESS |
|---|---|---|---|
| 1. | a) | b) | c) |
| 2. | a) | b) | c) |
| 3. | a) | b) | c) |
| 4. | a) | b) | c) |
| 5. | a) | b) | c) |
| 6. | a) | b) | c) |
| 7. | a) | b) | c) |
| | _____ | _____ | _____ |

Risk Taking Styles

Vigilant risk takers expend a great deal of time, energy and worry in making decisions

Carefree risk takers make large changes in their lives with little or no planning.

Balanced risk takers plan for and evaluate major risks carefully without undue worry or expectations of perfection.

Most of us have mixed styles with perhaps an emphasis on one or another. Awareness of our style coupled with knowledge of the needs we want to meet may help us balance those aspects that hamper our risk-taking efforts. We may learn to take more successful risks through combining our knowledge of total behaviour with needs and identifying our goals.

2:4-c- Risk Taking Styles (Allen & Levan, 1986)

**Action Plan for Risk Taking**

1. **Describe what the risk is.**

2. **What need would you meet from taking this risk?**

3. **What could you lose from taking this risk?**

4. **What is the worst thing that could happen if you took this risk and it turned out badly?**

5. **What would you do then?**

6. **What is the best thing that could happen if you took this risk?**

7. **Who would support you in taking this risk?**

8. **What do you need to do differently in order to take this risk?**

9. **If you break the risk into small steps:**

   a) **the first step is:** _____

   **I will do it by (date)** _____

   b) **the second step is:** _____

   **I will do it by (date)** _____

2:4-d- Action Plan for Risk Taking (Allen & Levan, 1986)

# MODULE 3:

# THE PERCEPTUAL SYSTEM

## Module 3: The Perceptual System

### Purpose

To gain insight and understanding about how our perceptual system filters "Real World" information through our senses, knowledge, and value filters.

### Module 3: Learning Objectives

Participants will understand how our perception of what is going on in the "Real World" influences our perceptions and behavioural choices.

### Key Concept: The Real World - the Senses, Knowledge and Values Filters

Glasser (1998) maintained that we perceive the world in the context of our own needs, not as it really is. It is important to see the difference between the world as we see it and the world as others may see it. Wubbolding (2000) suggested that we need understanding along with the ability to perceive connections or relationships in order to create an inner reality that matches what is happening externally.

Input from the Real World is filtered through our "all-we-know-world" that consists of the sensory system, our knowledge of what we perceive, and the value we place on that information. The Real World first has an impact on our sensory system, which filters sight, sound, smell, touch, and taste as we look to identify and match incoming data. From the sensory filter, the information passes to the knowledge filter. Our knowledge filter filters for what is completely known, what is partially known, and what is unknown. Therefore, we make decisions based upon either complete, or incomplete, or unknown information and understanding. (We also have a sixth sense, a "gut feeling" or intuition.) The information filtered through our knowledge system is then matched to the values we hold.

The values we acquire from our families and society colour our perceptions. What we perceive is either a match or a misfit. Although we may know some of our values, there are other values that we either have not thought about or that are unknown. Being able to clarify our personal values helps us to create a vision to work toward. We strive to meet an ideal vision for ourselves and when an ideal is attained, we then set a new vision.

**Session 1: The Perceptual System**

The first session introduces the concept of how complete, incomplete and unknown knowledge influences how we perceive the world and our reaction to that information.

**Session 2: The Perceptual System - The Knowledge and Value Filters**

The second session focuses on discovering how values influence people's feelings and the choices they make. As well, participants learn how behaviour reflects underlying values and from where personal values stem.

**Session 3: The Perceptual System – Identifying Values**

The third session continues to focus on participants identifying personal values and the influence values have on what we find attractive, the relationships we choose, and the way we meet our needs.

## Session 1: The Perceptual System - The Knowledge and Value Filters

### Learning Objectives

Participants begin connecting how choosing behaviour in situations in which their knowledge is complete, partial, or unknown may sometimes result in success or disaster.

Materials: paper, pens, pencils, chairs, handout – 3:1-a – The Perceived World.

### Check-in

The facilitator invites the group members to share one thing they have done differently since they last met and what need they were trying to meet. The facilitator summarizes the last session on Total Behaviour and asks if participants would share their style type and their Action Plan for Risk Taking. The participants are also asked to share their responses from the handout Giving Myself Credit.

### Warm-up

Control Tower (Allen & Levan, 1986)

The facilitator asks for two volunteers. One member plays the plane and is blindfolded. The other member plays the control tower and guides the plane verbally through a runway that has been set up with chairs. Each time the blindfolded player touches an obstacle, she gets a point. At five points, the plane crashes and both players are out. Another pair starts and the obstacles are changed around. Variations include using human obstacles and playing in teams.

The facilitator may focus the activity debriefing on how it feels to follow directions blindly, what do the players need from the control tower (trust, clear instructions, and so on), what other information they needed, and how it affects their behaviour to act without complete information.

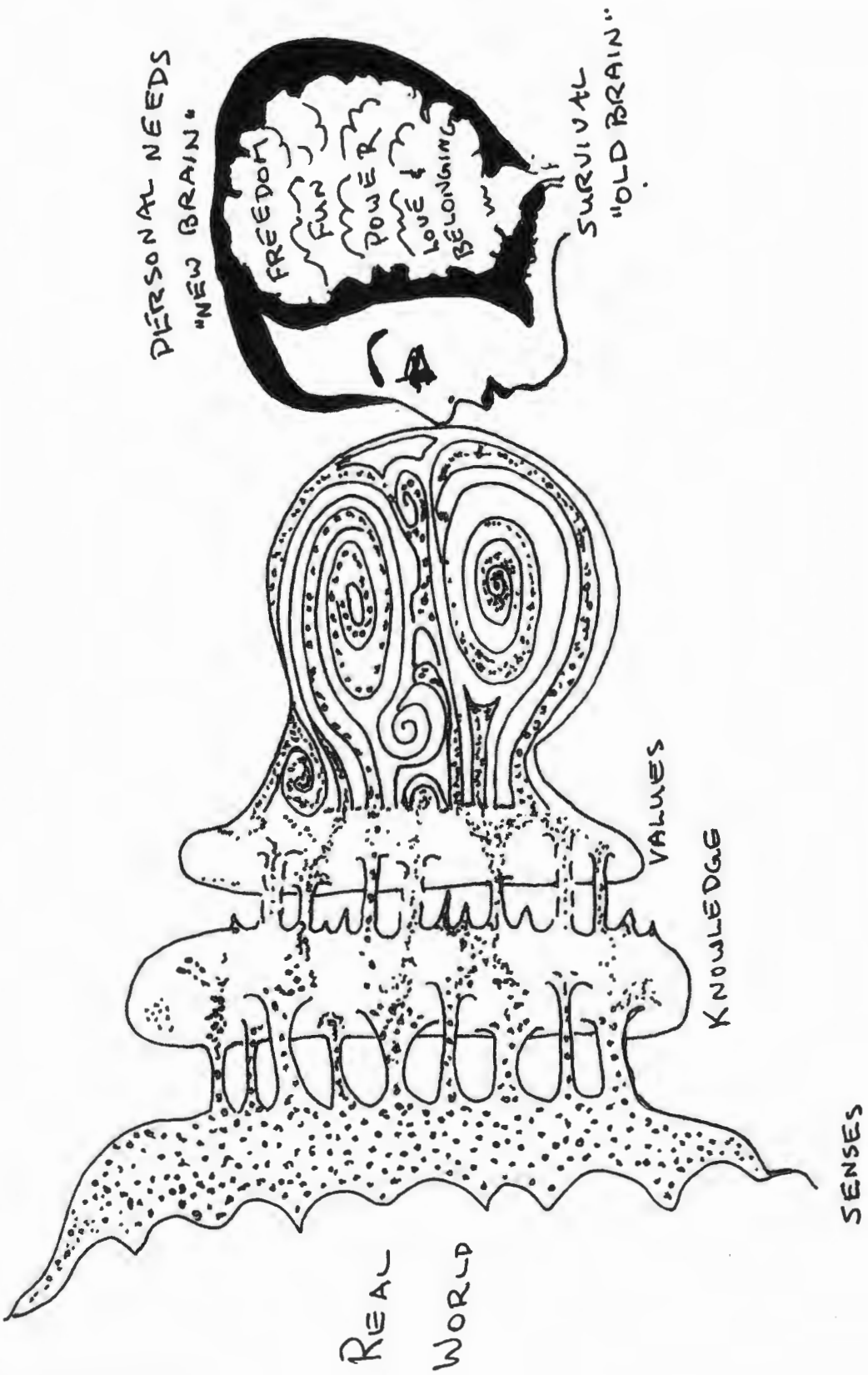
### Drawing Activity

The facilitator tells the group that he or she will describe a how to draw a picture by giving instructions. For example: "place your pencil at the lower left corner and draw a 6 inch line straight up. Stop. Draw a 3 inch circle at the top of the line." Participants show what they have drawn and compare it with the facilitator's drawing. The facilitator then asks the participants to draw something unknown, for example, an ortolan (a European bunting bird having an olive-green head and breast and a yellow throat). The facilitator may ask for them to draw something other as well that could have various interpretations, such as a "C', sea, see, "B", bee, be (I be therefore I am) and so on. Participants are given the perceived World handout before the discussion.

Discussion: How difficult is it to describe things and get ideas straight? How would our drawing be different if we had seen the picture (had complete knowledge)? How often do we make decisions based on incomplete knowledge? How would we draw something of which we had no knowledge?

**Journal Question**

How often do you act in situations without complete knowledge? What can you do differently knowing that the information you have is incomplete? How willing are you to do this?




**3:1-a The Perceived World**

## Session 2: The Perceptual System – The Value System

### Learning Objectives

The participants will be able to describe the valued qualities of an animal and describe how they see those qualities in themselves. Participants will be able to make connections between qualities they value and meeting their needs. As well, participants will discover what qualities other members value, and identify commonalties. Participants identify and analyze their own biases while learning to accept the differences of other members' worldviews. They increase their awareness of how incomplete knowledge systems contribute to racism and prejudice. Group members also gain awareness of how they developed their beliefs as well as an understanding how our experiences affect how we view others. Participants learn how family and cultural origin affects their perception. They discover differences and similarities with other group members' families and cultures.

Materials: Flip chart, markers, magazines, scissors, glue sticks, coloured paper, handouts – 3:2-a Gestalt Figure Ground Image (young/old lady), 3:2-b Gestalt Figure Ground Image (young/old lady), 3:2-c Gestalt Figure Ground Image (young/old lady), 3:2-d - personal shield.

### Check-in

The facilitator asks the participants to complete the statement, "If I could be any other animal other than a human, I would be a … because I value the quality of … in that animal." The facilitator may ask the participant to further describe the quality they value in that animal. The facilitator summarizes how knowledge influences how people react in the world and asks question such as: How do the qualities you value in the animal influence your choice? How do you see that quality in yourself? Is the animal what we are or what we wish we could be? How would being that animal help you meet your needs? What similarities do you see between yourself and your classmates? What differences?

### Warm-up

Gestalt Ground Image

There are three images in the gestalt Ground figure handouts. The first is of an old woman, the second is of a young woman and the third combines the two images. Mentally divide the group in half and hand out the images of the old woman and the young woman. Ask the participants to look at the images and hand them back without sharing with their neighbour what they have seen. Using an overhead projector show the third image to the participants and ask them what they see. Participants will see either an old woman or a young woman according to the image they first received. Discussion questions might include: Which age is harder for you to see? What value do old people / elders have in our society? What value do adolescents have in our society? What value do children have? How is ageism different from racism? How does our incomplete knowledge contribute to prejudice? What beliefs do you hold about ageing? How did you come to hold them? How does your experience affect how you view others?

**Brainstorm Activity**

The facilitator mentally divides the flipchart paper into sections and asks the group to brainstorm what we mean when we talk about values. The sections may represent personal, familial, cultural, and societal values. The facilitator writes the responses in the various sections accordingly. When the list seems fairly complete, the facilitator may ask what is common between the sections and what is different. The discussion questions may include: What are values? Where do they come from? How do they influence decision-making? How are my values different from yours? How are they the same? How does going against a value harm us? Do we need to return to our values to heal? What would it mean to me if I were to go against my values? How does being aware of and acting upon my values help me be the kind of person I want to be? What do we need to do to maintain or repair our personal integrity?

**Drawing Activity**

The facilitator asks the participant to make a clan or family shield that is divided into sections. One section identifies how a perceptual system is acquired, one reflects the family and cultural worldview or values, another reflects where the participant is now, and the final section reflects a possible future. The facilitator might ask the participants to further subdivide their shield to include sections that reflect their family, their personality, or their society.

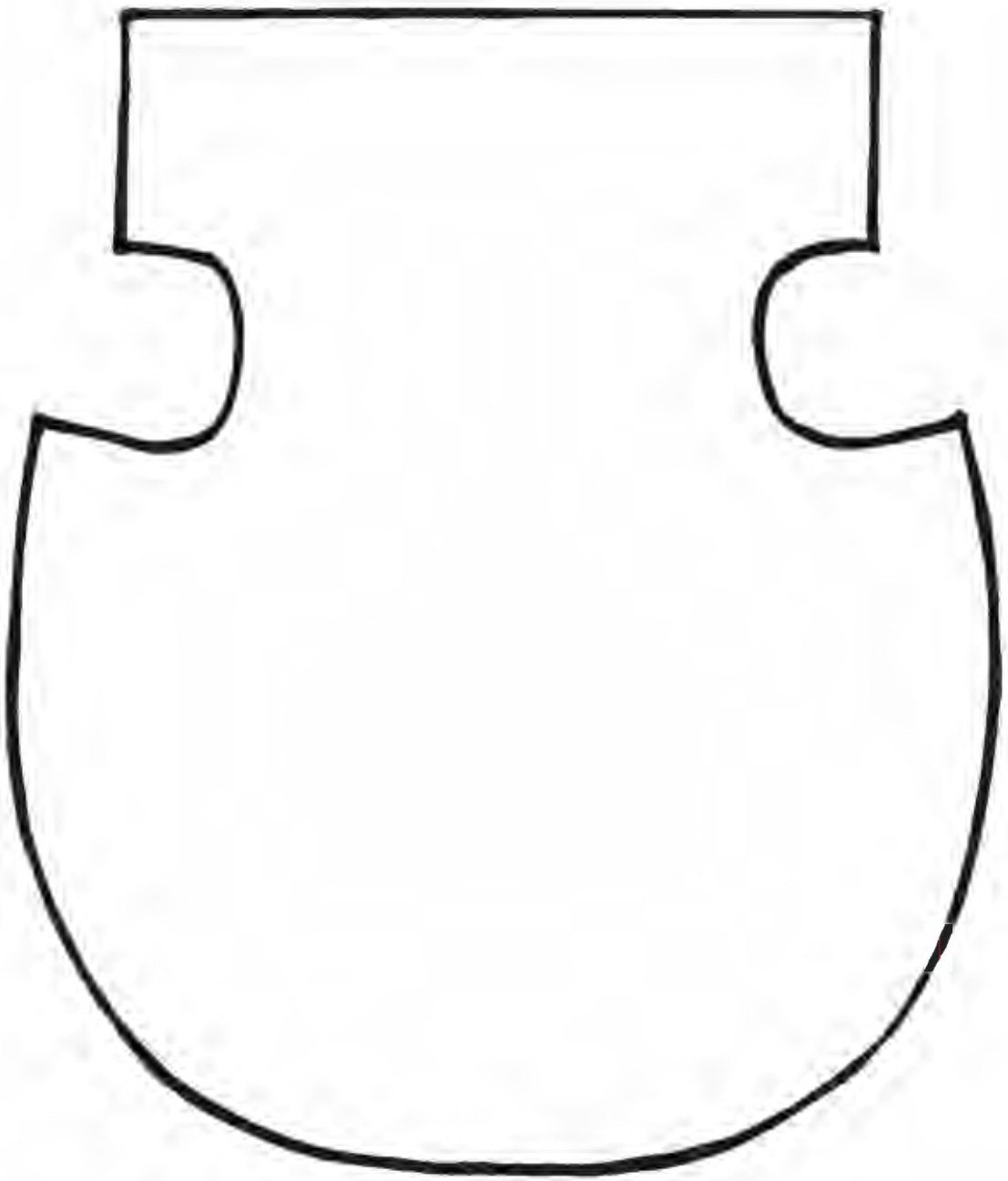
**Journal Question**

What would it mean to you if you were to go against your values? How does being aware of and acting upon your values help you be the kind of person you want to be?

3:2-a Gestalt Figure Ground Image

3:2-b- Gestalt Figure Ground Image

3:2-c- Gestalt Figure Ground Image



3:2-d- Personal Shield (Kampf, 1986)

## Session 3: The Perceptual System –Identifying Values

### Learning Objectives

Participants refocus on the group through identifying things they value while finding things they share in common with other group members. Participants will gain a sense of inclusion, group coherency, and trust while having fun. The game presents an opportunity to discuss values such as trust, cooperation, and individual recognition, playing by the rules, teamwork, and cooperation with others. As well, participants connect values to cooperative teamwork and contributing to society. Participants identify qualities that attract them to others while examining how qualities and values are related to their needs.

Materials: Flip chart, markers, balls, handouts, pens, pencils, handouts – 3:3-a – Who's at the Door? 3:3-b -Values Identification.

### Check-in

The facilitator asks the participants to describe something that they have always wanted to do in their life. For example: "I've always wanted to hang glide; to bungee jump; to learn ballroom dancing; to be a belly-dancer; to race cars; and so on." The facilitator asks the participants to share their shields with the group and describe what qualities are represented.

### Warm-up

The Quality Game (adapted from Allen & Levan, 1986)

This game has been played before but now the focus is on personal qualities not names. The facilitator passes a ball around the circle while saying a quality that describes him or herself. Each person receiving the ball does the same. When the circle is complete, the facilitator tosses the ball to any person while saying both his or her quality plus the quality of the other person. That person then repeats the quality of the person who is throwing the ball as well as the quality of the person to whom he or she is tossing the ball. If the person does not remember the quality of either the person throwing the ball or the person he or she is tossing to, he or she must ask and repeat the quality before proceeding with the activity. The game continues until everyone can remember the qualities of the people within their group. The facilitator may add several more balls to the mix as the group demonstrates more competencies in remembering, catching and tossing.

### Activity

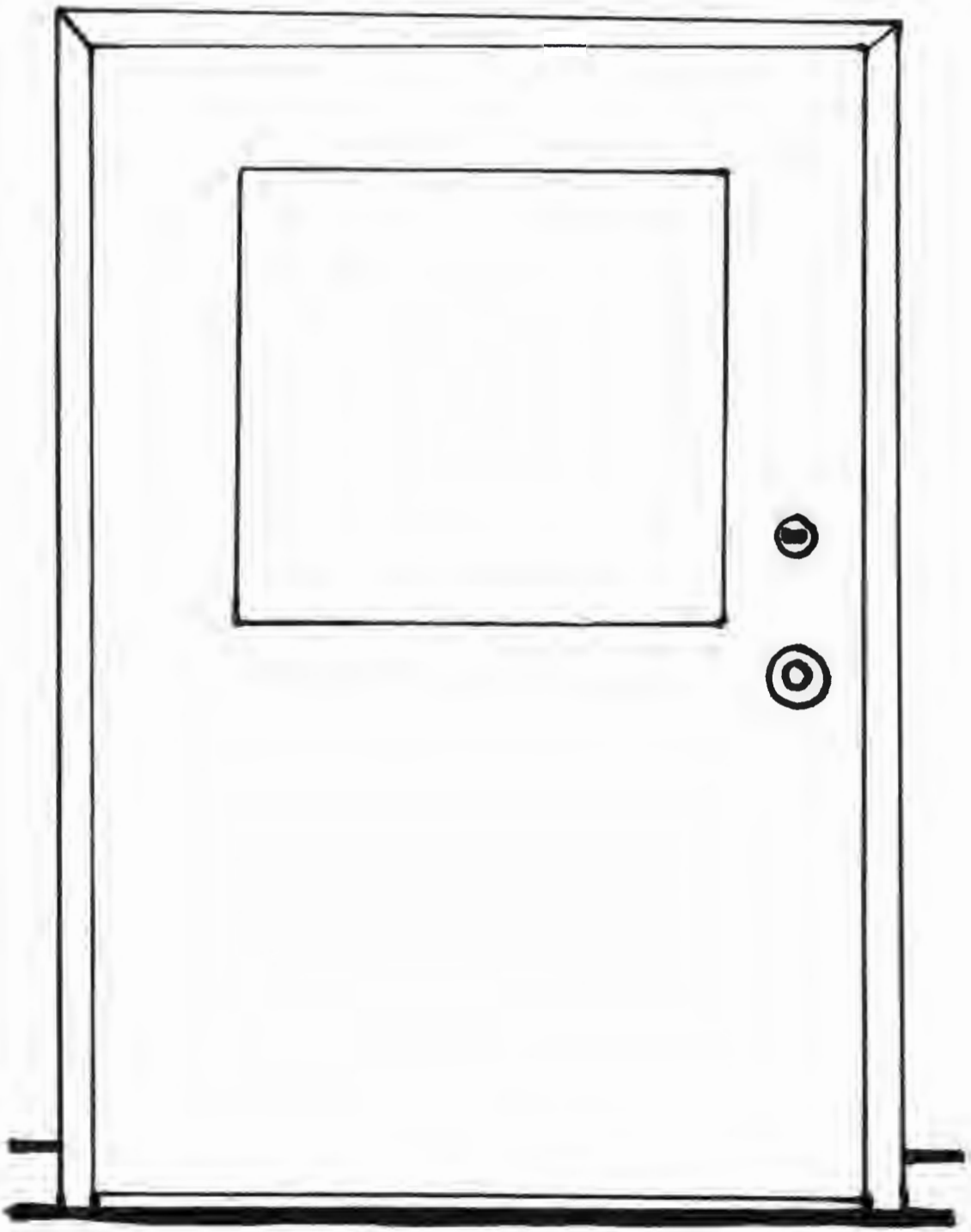
Who's at the door?

The facilitator asks the group to brainstorm what positive qualities attract them to others. They are given a drawing of a door and the leader asks them to think about who they would most like to ring their doorbell. Each member draws the person they would most like to see there and writes some of the qualities that person has that they value.

The debriefing discussion might include such questions as what qualities do we have in common? What qualities do we find most attractive? What do the callers reveal about the relationships we value? What do the callers reveal about our needs?

**Journal Question**

Participants are asked to fill in the Values Identification handout and be prepared to discuss their answers at the beginning of the next session.



3:3-a – Who's at the Door?

## Values Identification

**What value are we protecting when someone is jailed for shoplifting?**

**What value is expressed when someone wins a prize for best decorated window?**

**What value is expressed when a bride wears a white dress?**

**What value is expressed when a new father hands around cigars?**

**What value is expressed when people listen to an elder?**

**What value is expressed when an older person "breaks the rules" and shows a younger person how to do something illegal and not get caught?**

**What value is expressed when you attend the funeral of someone who has died in the community?**

**What value is expressed when we seal a letter?**

**What value is expressed when social income assistance funding is cut off?**

**What value is expressed when someone drives a large expensive car?**

**What value is expressed when you recycle and use garbage containers?**

**What value is expressed when you take care to put out a campfire?**

# MODULE 4:
# THE QUALITY WORLD

## Module 4: The Quality World

### Purpose

The group is introduced to the concept that individuals, from birth, develop an internal picture of who, what, and how their needs have been met in a quality manner. These pictures make up the Quality World.

### Module 4: Learning Objectives

Group members begin to understand how the "Quality World" is developed. As well, participants learn how the pictures in the Quality World influence behavioural choices while learning how to have more effective control over choosing behaviour.

### Key Concept: The Quality World

Glasser explained that the differences between how people perceive the events of the real world are due to "the small personal world we create from birth" called the quality world (Glasser, 1998, p. 44). Glasser believed that we have, since birth, kept track of anything we do that feels good and we store this knowledge in our Quality World picture book. This book is a "small group of specific pictures that portray the people, places and things that meet our needs" and are of "the people we want to be with, the things we want to own or experience, and the ideas or systems of belief that govern our behaviour" (Glasser, 1998, p. 45). Our quality world is developed from infancy and the pictures may be "slightly idealized or extremely idealized" versions of what we want (Glasser, 1998, p. 53). These pictures are pleasurable and since we equate pleasure with happiness, we continually try to match that pleasurable feeling in our current environment. The pleasurable feelings can be about people, relationships, places, systems of belief, and other things important to us. We create and recreate our quality world as we look for experiences that match our pictures.

Our Quality World is quite specific about what we need to meet our needs and we may leave ideal pictures of people in our picture book long after they stop meeting our needs. Glasser maintained that we need "supportive, happy people in our quality world" and when we have insufficient of those people, we may "try to force ourselves to do what goes against a basic need" (Glasser, 1998, p. 51). We may "replace people pleasure pictures with non-people pleasure pictures such as violence, drugs and un-loving sex, in [our] quality world" (Glasser, 1998, p. 49). Should we get too frustrated, we may chose self-destructive behaviours in order to satisfy the unmet need.

Glasser (1998) considered that relationships improve through understanding not only your own quality world but also that of another. He specified fear of criticism and ridicule as the underlying basis of reluctance to share our quality worlds. Trust in a relationship consists of sharing without fear of judgement and allowing another the right to a separate picture book. Our pictures reflect what makes us feel good and do not reflect what the real world may define as good or bad (Glasser, 1998). These pictures cannot be removed by external force or even by the knowledge that by putting the picture in, we may be self-destructing. Glasser

(1998) stressed that we always have internal control regardless of external pressures and that the freedom to control the quality world cannot be taken away from us.

**Session 1: The Quality World**

This session introduces the concept of the Quality World and links values and qualities to internal pictures. The homework assignment continues to match behaviours to wants and needs as well as internal pictures.

**Session 2: The Quality World – Balancing Values and Behaviours**

Session two focuses on understanding how to match internal integrity and personal values with behavioural choices.

**Session 3: The Quality World – Emotional Bank Accounts**

Session three builds on keeping behavioural choices in tune with personal values and internal qualities. A way this may be done is through becoming aware of deposits and withdrawals in our emotional bank accounts.

## Session 1: The Quality World

### Learning Objectives

Participants have become aware of their personal values as well as those of society. They will learn more about their family and cultural values while examining society's values and how values impact their lives. The participants are introduced to the concept of the Quality World while finding things in common with other members and having fun. Participants learn how behaviour is an attempt to meet a value represented by an internal quality picture. They will find shared values and commonalties between individual and group needs.

Materials: Overhead projector, coloured paper, magazines, scissors, glue stick, markers, tape, pushpins, handouts - 4:1-a -All About You, 4:1-b -Quality World, 4:1c - From the Want to the Need.

### Check-in

The facilitator asks the participants to meet in groups of three to share their Values Identification handout answers. Discussion questions for them might include: What are some similarities? What are some differences? How do your personal values reflect those of the society around you ... your family ...your cultural group ...your friends and so on? What kind of impact do those values have on your behaviour? Participants then form another group of three to discuss their responses. Participants then regroup as a whole and discuss what they have learned.

### Warm-up

The corners of the room are designated as areas a, b, c, and d. Chart paper is hung in each corner with questions 1 to 5 written on them. The facilitator reads the All About You handout and asks the group members to go individually to the area to which they belong. Each group is asked to find a descriptive word or phrase to both record and share with the total group on their return to the group. The group may want to brainstorm different responses for the animals and vacations. In that case, their new choices can be recorded before they go to the corners. Participants share their descriptive responses on return to the group. The leader presents the concept of the Quality World to the participants and links the activity to the pictures we store in our internal quality world picture book through asking the following questions: How did your group come up with a description? What part did you play in finding a description? How did your choice reflect the internal picture you have of yourself? How do things we have no control over such as birth order, cultural background, parental life choices, and so on, affect those pictures? How do we put those pictures in our book? What happens when the pictures no longer fit?

### Collage Activity

The facilitator explains that the participants are going to create a collage of their Quality World picture book on their silhouette. This collage is based on activities and personal qualities that they value. The facilitator will pin or tape coloured paper to the wall in front of the overhead projector and draw each participant's profile. Participants choose the colour of

the paper. While the profiles are being traced, group members may begin looking through magazines for images. The participants are expected to complete and present their profile for the next session. They will explain how the picture fits into their Quality World.

**Journal Question**

Fill in from the *Want to the Need* handout for the next session. Using your answers as a guideline, answer the following questions. What qualities do the supportive people in your world share?

All About You

1. In which season were you born?

a) Spring (March, April, May) b) Summer (June, July, August)

c) Fall (September, October, November) d) Winter (December, January, February)

2.Where are you in birth order in your family?

a) oldest b) youngest

c) middle d) only

3. With which animal do you most identify?

a) horse (zebra, gazelle, rabbit) b) cougar (lion, tiger, cat)

c) bear (rhinoceros, elephant, dog) d) eagle (parrot, peacock, budgie)

4. What would your fantasy holiday be?

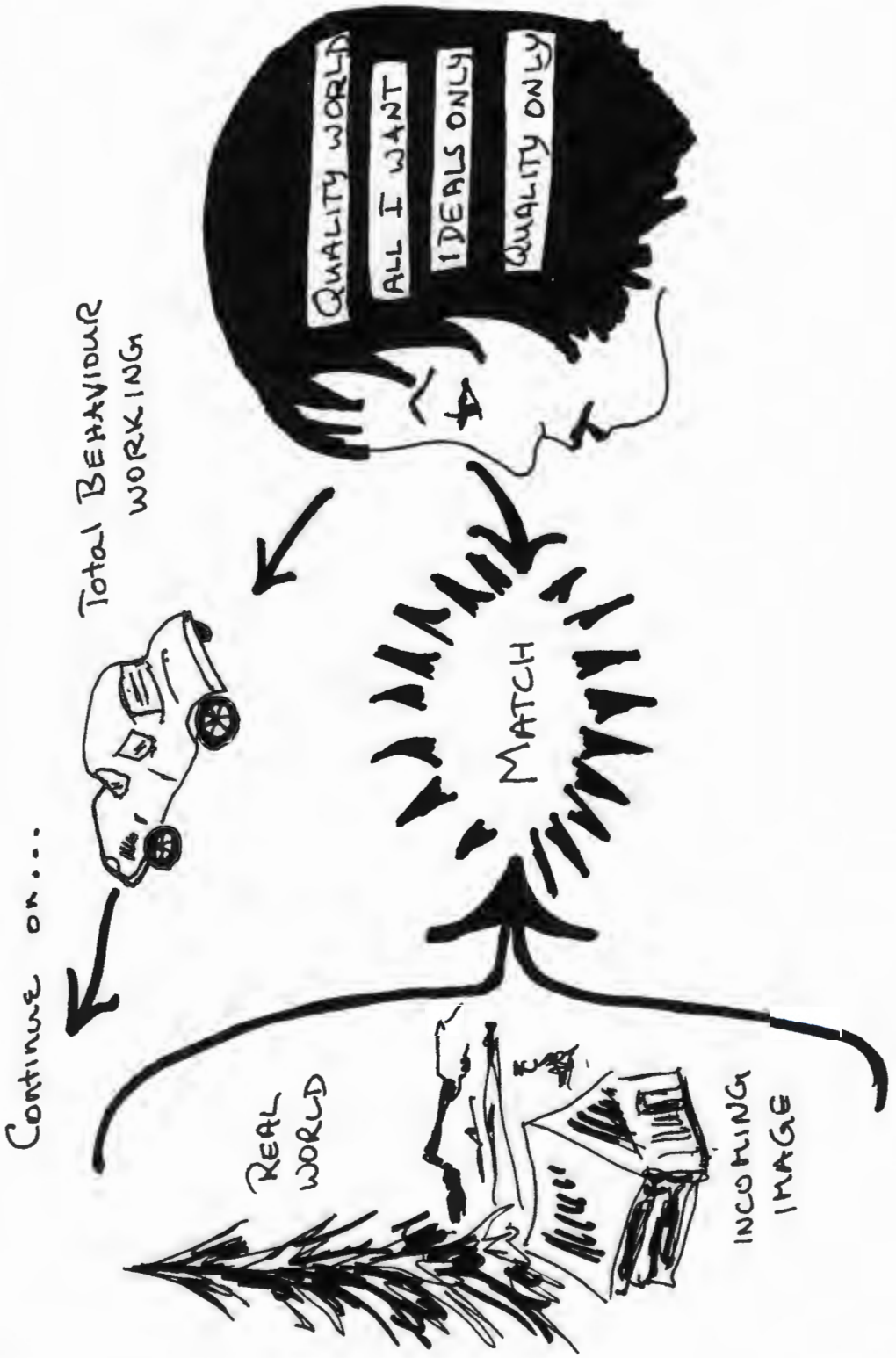
a) travelling through Asia b) cruising down the Nile

c) camping in Canada d) going to a Mexican beach

5. When is your favourite eating time?

a) breakfast b) lunch

c) late-night snack d) supper




4:1-b Quality World

## From the Want to the Need

**What do you want? (Ideal World Picture)**

**What need does this meet in your Quality World?**

**What are you doing right now to get that? Will you get that today?**

**If yes ... How?**

**If no, what will you do?**

**What would it mean if you filled that need?**

**How would life be different?**

**What difference would it make to you?**

**What action could you do that would help you get it?**

**What effect would this have on your most valued relationship?**

## Session 2: The Quality World – Balancing Values and Behaviour

### Learning Objectives

Participants think about how the pictures in their Quality World come to be there and how all their behaviours are their best attempts to meet the qualities of their world. Participants examine where their values come from and how their values affect thinking and behavioural choices. They will consider if their behavioural choices either match or conflict with their internal values and meet their picture of quality. Group members learn that when our behaviour is congruent with our values, we feel more at peace as we are honouring our internal integrity and personal power.

Materials: Flip chart, markers, pens, pencils, handout- 4:2-a -Identifying Your Quality World – Wants – Needs – Values.

### Check-in and Warm-up

The facilitator welcomes the participants back to the group and invites members to share their Quality Word collage. Questions to consider for discussion might include: How does our behaviour attempt to match the pictures in our quality picture book? How do our values influence what we put and keep in the picture book? The check-in and warm-up activities are combined as this activity may take some time.

### Written Activity

Participants divide into pairs and complete the Identifying Quality World handout. Once they have completed the handout, ask them to return to the large group to debrief. Questions to consider: How many people noticed a difference between their values and their behaviours? How do we change one or the other so that our behaviour is congruent with our values? How is integrity linked to congruency between values and behaviour?

### Journal Question

How would you know whether or not what you are doing is quality work? What are some things of quality you have done recently?

## Identifying Your Quality World: Wants – Needs – Values

**With your buddy**

1. **Choose two or more of the four psychological needs and identify all the ways, large and small that you go about meeting this need in your life.**

**a) Belonging (Connectedness)**

**b) Power and Mastery (Integrity)**

**b) Fun (Creativity)**

**c) Freedom (Choice)**

2. **Identify what you believe to be similar or common to the things, activities or people you identified in meeting this need.**

**3.What values or beliefs do you see amplified by the commonalties in meeting the need?**

3. **Discuss with your buddy:**

**a) What was useful?**

**b) What surprized you?**

**c) What did you learn about yourself?**

**d) How you can apply and use this knowledge?**

## Session 3: The Quality World – Emotional Bank Accounts

### Learning Objectives

Participants learn to evaluate what they consider to be quality in their lives and to find similarities in what other members consider to be quality through sharing a recent action or thing they have done that they consider being quality. Participants have fun while building connectedness and trust. Participants think about what quality means to them and how they keep it in their life through emotional deposits and withdrawals. They find similarities with other members.

Materials: Flipchart, markers, pens, pencils, handouts – 4:3-a - Step #1 to Quality, Deposits and Withdrawals, 4:3-b - Step #1 to Quality- Considering Basic Needs.

### Check-in

The facilitator invites the participants to share one quality action or thing they have done recently.

### Warm-up

The Human Knot

Group members stand in a circle and join their right hands with someone across from them. They then join their left hands with another person. The group then tries to get out of the knot and into a circle without loosening their grip. A variation is to break into two smaller groups and do the knot. This can be done with talking or in silence.

### Brainstorming Activity

Emotional Bank Accounts – (Steven Covey, 1989, as adapted by V. Scott, 2006)

Divide a paper in half with Deposits written on one half and Withdrawals on the other. Explain to the group that everything we do is our best effort to meet the picture we keep in our quality world. However, while some activities and thoughts add to our emotional bank accounts, other activities are emotional withdrawals. Ask the group to fill the deposits and withdrawals through brainstorming. For example: deposits might be assessing needs before behaving, choosing responsible behaviour to meet needs, considering how behavioural choice affects others, and so on. Withdrawals might be choosing behaviours that hurt me and others, not accepting that others have rights as well, imposing values on others, using external power to control others, and so on.

Group members are given their own emotional bank account sheets to complete. The facilitator circulates to help individuals fill out their personal sheets. Once the participants complete the activity, they return to the group for debriefing.

Questions to consider for discussions might include: Whose values are being reflected in the deposit and withdrawals? What can be added? What can be withdrawn? How do others expectations affect how we live our lives? How does breaking promises fit in with meeting your needs? Is it alright to not make promises? What is similar and what is different between individual members' deposits and withdrawals? What is the effect of withdrawals on our quality world picture? How do withdrawals affect our total behaviours?

**Journal Question**

What is the greatest deposit that you can receive? What withdrawal would completely drain your account? How do you keep your emotional bank account balanced?

# Step # 1 to Quality

## Entering the Quality World
## via
## Emotional Bank Account Deposits
## Considering Basic Needs

**Deposits**

**Love & Belonging  Power  Fun  Freedom**

**Withdrawals**

**Love & Belonging  Power  Fun  Freedom**

# Step # 1 to Quality

## Entering the Quality World
## via
## Emotional Bank Account Deposits
## Considering Basic Needs

**<u>Deposits</u>**

**Negotiating Differences**

**Meeting Needs Responsively**

**Recognizing Choice**

**Not Accepting Excuses**

**Accepting Consequences for Actions**

**Making and Committing to Action Plans**

**<u>Withdrawals</u>**

**Accepting Excuses**

**Being Self Abusive**

**Not Meeting My Needs Responsibly**

**Interfering With Others Rights to Meet Their Needs**

**Punishing, Criticizing, Giving Up**

**Not Accepting Choice**

# MODULE 5:

# THE CREATIVE SYSTEM,

# ORGANIZED AND DISORGANIZED BEHAVIOUR,

# AND THE SCALES

## Module 5: The Creative System, Organized and Disorganized Behaviour, And The Scales

### Purpose

Group members are introduced to the idea that the creative system has both organized and disorganized behaviour components while reinforcing the concept that all behaviour is purposeful and created for a reason.

### Module 5: Learning Objectives

Participants learn that although behaviours are chosen, they are not necessarily fixed or static. New behaviours are always being created. They learn to evaluate how their behaviours are affecting their lives and are supported in a safe environment while they try different responses to situations. Individuals learn to recognize frustration signals in order to change their response before the intensity of a situation accelerates. Participants learn how to evaluate situations in order to make more effective decisions at the weighing place.

### Key Concept: The Creative System - Organized and Disorganized Behaviour and The Scales

Glasser (1998, p. 135) considered that "a life without creativity is hardly worth living". Fortunately, he also trusted that unless we have a debilitating disease, such as Parkinson's disease, or are given creativity-destroying drugs, our *creative system* keeps adding "creativity to one or more of the four components of any total behaviour". This creative system offers new thoughts and actions that we can either accept or reject according to how we believe our outcomes would be affected. This system "never shuts down or gives up". It just keeps adding to already existing behaviour or creating new behaviours that "might be more effective in the given situation" (Glasser, 1998, p. 136). Glasser believed that this creativity can offer us violent or suicidal or psychotic thoughts and that once we have understanding of total behaviour as well as understanding that we have choice; we can reject those thoughts and actions. The creative system may also offer us new feelings, such as depressing, anxieting, headaching and other painful feelings that may cause us great harm by affecting our physiology. Glasser felt that "improving our relationships" (Glasser, 1998, p. 137) or finding more satisfactory ones helped us to gain more effective control over the painful feelings.

Glasser (1998) stated that all our behaviour is our best attempt to meet our needs. We use behaviours that have worked for us in the past, and at times we continue to use those behaviours even when the results we get are not those we seek. Generally, we don't deliberately set out to make things worse for ourselves although that can happen. When we see that our organized behaviours continue to not work for us, we may try using new behaviours. That is, when we see a difference between what we want and what we are receiving, our creative system kicks in, creating possible solutions from our "disorganized" behaviour zone.

These *disorganized* behaviours may require practice to make them work. They may also need to be adjusted, fine-tuned and evaluated as to their potential effectiveness. Making effective behavioural choices keeps our scales in balance. However, we may give up when new behaviours do not yield immediately successful results. This is when we need to learn how to weigh possibilities, evaluate possible outcomes, and practice our new skills.

At the scales, we look at our present behaviours and learn how to evaluate their effectiveness in taking us to our desired outcomes.

**Session 1: The Creative System - Organized and Disorganized Behaviour**

The first session focuses on identifying past situations and outcomes, and choosing different behavioural responses based on knowing what need they were trying to meet.

**Session 2: The Creative System – Creating New Behaviour**

The second session looks at the creative system, how behaviours are reorganized to fit situations, and how we create new behaviours when we become frustrated with responses to our organized behaviours.

**Session 3: The Creative System – Reorienting Behaviour**

The third session introduces the Karpman Triangle and the Circle of Strength as a means of learning how to use the skills of victim, bully, and rescuer behaviour to change to negotiator, initiator, and facilitator.

## Session 1: The Creative System - Organized and Disorganized Behaviour

### Learning Objectives

Participants become aware of others, feel inclusion, and have fun. The facilitator may wish to refer back to the game during the activity discussion and ask the group members how they had to reorganize their behaviour in order to play the alphabet game. Participants will share their self-evaluations both in small groups and with the larger group. They will find commonalties with others, learn different ways to act in situations and have fun. Participants learn how to look at their present behaviours and evaluate how effective trying a different action might help them meet their needs. They consider how effective such behaviours as angering; depressing, and avoiding are in helping them in painful or frustrating situations. As well as finding similarities with other members, group members also learn how to make more effective behavioural choices.

Materials: Flipchart, markers, paper, pens, pencils, handout – 5:1-a - Changing my Behaviour to better meet my Needs.

### Check-in

The Alphabet Game

The leader begins the session by asking the participants to summarize what they learned about the Quality World before introducing "the Alphabet Game". The purpose is to get through the alphabet without more than one person saying a letter at a time. One person begins with 'a' and without choosing another person or prompting another through glances or hand signals, another person says "b" and so on until the alphabet is complete. If two or more people say the letter at the same time, the game returns to "a" and begins again. The facilitator may need to set a time limit for this game, as it is difficult to finish the game.

### Warm-up

A New Path

Each person draws a new picture of the path they are on and compares it to their previous picture from session 2 in Total Behaviour. Participants may compare their drawings in small groups before returning to the large group. Questions to consider for discussion might include: What changes have you made on your path? Has your destination changed? How has learning different ways to meet your needs affected where you are travelling? The facilitator asks the group to talk about the fantasy of what it would be like to live life over and meet their needs differently. The discussion questions might include asking individuals to identify various situations they would like to relive as well as what need(s) they were trying to meet and were the needs met.

**Activity**

Changing my Behaviour to Better Meet My Needs

The leader asks the group to complete the Changing my Behaviour to Better Meet my Needs handout, identifying an event in the past for which they would now choose different behavioural responses. Ask the participants to consider the following questions when filling out the worksheet: What am I trying to get? Is it working? Do I want to change? If I were to change, what would be different? The facilitator might also discuss physiology at this time and discuss with participants how behaviours such as angering, depressing, and avoiding fill our needs and harm our physiology through neurotransmitter damage.

Once the worksheet is complete, the participants reassemble and discuss their responses as a group.

**Journal Question**

How has learning about your needs helped you in your decision-making?

## Changing my Behaviour to better meet my Needs

1. **If you could change one thing in your past, what would it be?**

2. **How would you have behaved differently?**

3. **How would this change your relationships today?**

4. **What small step might you take today that would help you begin to make that change?**

5. **Who would be supportive of you in making that step?**

6. **What needs would you be meeting?**

## Session 2: The Creative System – Creating New Behaviour

### Learning Objectives

Participants refocus on the group and are able to share experiences that relate to the content of the group. Participants learn new things about each other, they take risks in talking to people with whom they might not normally interact, and they have fun.
Participants begin associating creativity through experimenting with different behaviours in a safe environment. They learn that all behaviour is organized and when a frustration signal is received, the creative system kicks in with a new behaviour. The new behaviours can be practised, and the possible responses to the behaviour discussed, in a controlled setting. Participants learn that although they may try different behaviours in situations, they cannot control other responses during the Honey, Will You Smile For Me activity.

Materials: Flip chart, markers, pens, pencils, handouts – 5:2-a - People Search, 5:2-b - Creating New Behaviour, 5:2-c– The Scales and Organized and Disorganized Behaviour 5:2-d –Choice Theory – Why and How We Behave, 5:2-e – Control theory chart –Why and How We Behave..

.

### Check-in

The facilitator welcomes the group back and invites group members to share one new behavioural risk they took since the group last met.

### Warm-up

People Search

The facilitator introduces this activity by explaining that although the group has been meeting for some time, there remain things unknown about each other. Participants then are given a "People Search" handout. The members circulate through the room to find people in the class who fit the descriptions and ask them to initial the appropriate category. After the group members share their findings, the discussion questions might include how risky was talking to people you might not know well? What kind of feelings did you experience? What kinds of things did you learn?

### Activity

Honey Will You Smile For Me

The facilitator asks for a volunteer to be "it" for this game. The remaining group members are asked to stand and form a circle. "It" then moves around the circle, making eye contact with another participant and asking or trying to get them to smile (no touching allowed). If the participant does smile, they become "it". If not, "it" keeps trying around the circle. This may continue for some time with different participants volunteering to be "it," should "it" not be able to get another person to smile.

Discussion questions might include: What was your most effective behaviour? What was your least effective behaviour? What was your intent? How difficult was it to not smile? How easy was it? What kinds of feelings did you experience when you couldn't get another to smile? What kind of behaviour did you create? What could you control? What could you not control? What were you thinking?

**Written Activity**

Creating New Behaviours

Ask participants to recall a time they used an organized behaviour that didn't work in that situation, what they tried that was different, and what kind of frustration signal they received. Use handout 5:2-c– The Scales and Organized and Disorganized Behaviour as an illustration to discuss decision making. Questions might include: What do we do when behaviour that has worked for us in the past is no longer effective? What happens to our scales? How do we rebalance them? How do we create different behaviour? How many have tried something different? What happened? What else did you try? Did that work? Participants are given handout 5:2-b, Organized/Disorganized Behaviour to complete. Once they have completed the exercise, ask them to return to the group for debriefing.

Discussion questions might include: What were you doing? What were you feeling? What was your body doing? What was your frustration signal? What new behaviour did you try? What were the results? From that result, what was effective? What was not effective? What did you learn?

Activity

Putting it together

Participants are given handouts 5:2-d and e. Handout 5:2-d summarizes all the concepts and 5:2-e is Glassers' (1986) Basic Concept chart. Ask participants to reevaluate their response to the Organized/Disorganized Behaviour using both handouts. What was different? What was the same?

**Journal Question**

Using the Basic Concepts chart and the Choice Theory –Why and how We Behave handout, write about a time when you tried a totally new behaviour that got you what you needed without interfering with any other persons' rights. What was happening? What picture did you have in your Quality World picture book? What was your frustration signal? What behaviours did you use? What behaviour did you create? What needs were you trying to meet?

## People Search

**Find someone who has lived in a different province. Which one?**

**Find someone who has been able to use some of what they learned in this course? What was it? What did they experience?**

**Find someone who has a part-time job. What is it? What need does it meet?**

**Find someone who plays a musical instrument. What is it?**

**Find someone who has taken a new risk. What was it?**

**Find someone who owns an unusual pet. What is it?**

**Find someone who has told their family about what they are learning. What happened?**

**Find someone who loves vegetables.**

**Find someone who has read a good book lately. What is it?**

**Find someone who collects something. What is it?**

**Find someone who plays on a sports team. What is it?**

**Find someone who has tried a different response based on meeting their needs? What was it? What happened**?

# Creating New Behaviour

**Organized Behaviour / reorganized behaviour**

**1.**

**2.**

**3.**

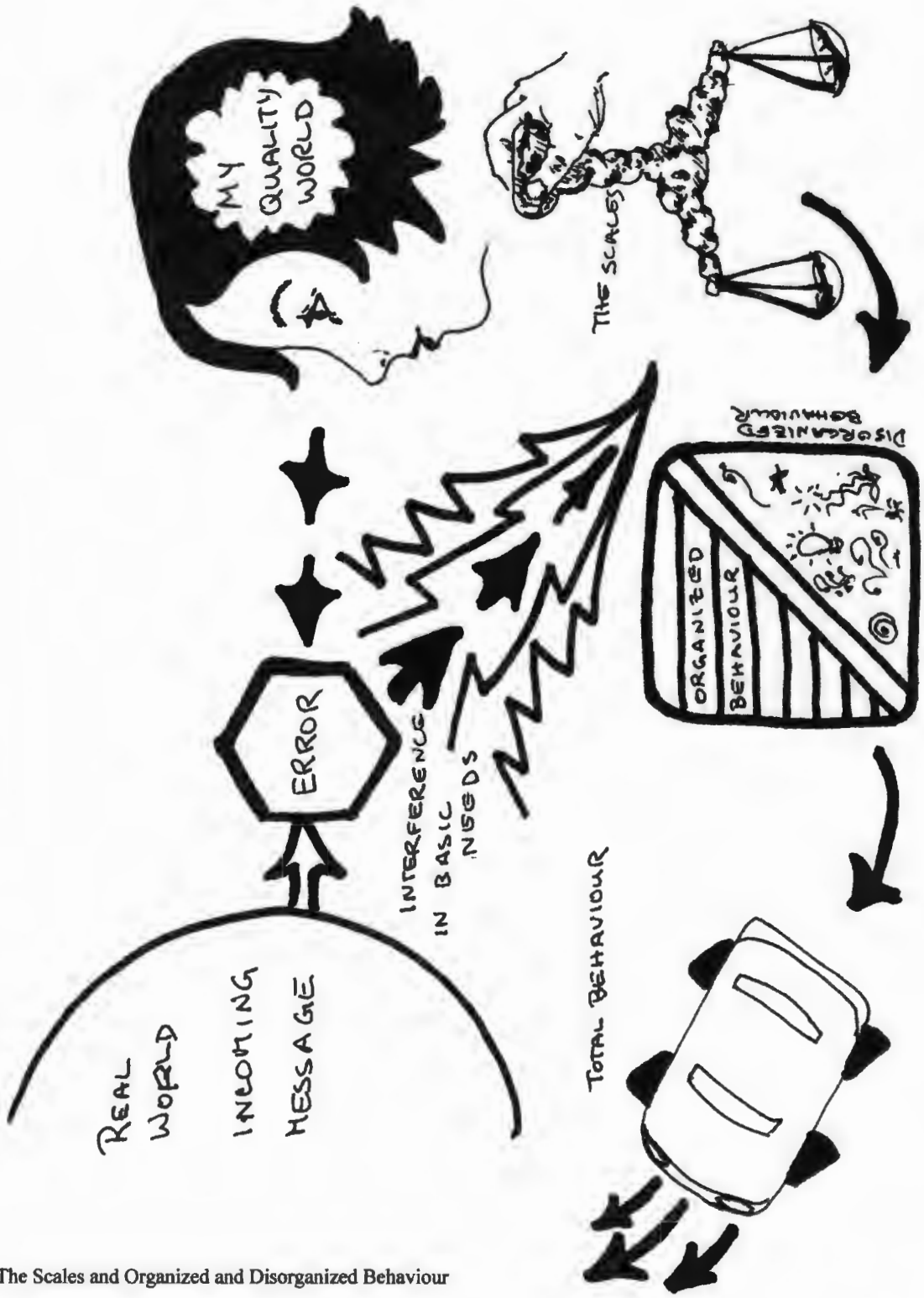
**More / less effective behaviours** **What was the intent of the behaviour?**

**1.**

**2.**

**3.**

**The frustration signal**




5:1-k The Scales and Organized and Disorganized Behaviour

## Choice Theory – Why and How We Behave

The five basic psychological needs are all we have: Love and Belonging, Power and Mastery, Fun (creativity and pleasure), Freedom (choices), and Survival. We have specific pictures of how we want these needs met and each person's pictures are different.

We are always trying to meet these needs through our Total Behaviour, which includes Doing, Thinking, Feeling and Physiology. All behaviours are internally motivated, purposeful, flexible and creative.

The only way we see the world is through our Perception System which includes our senses, our Knowledge Filter and our Value Filter. We only sense that part of the Real World in which we are in contact and that sense goes instantly through the whole system and is compared with what we want. The sensations that do mean something to us are processed through the Knowledge Filter with anything we recognize or are curious about then passing through our Value Filter.

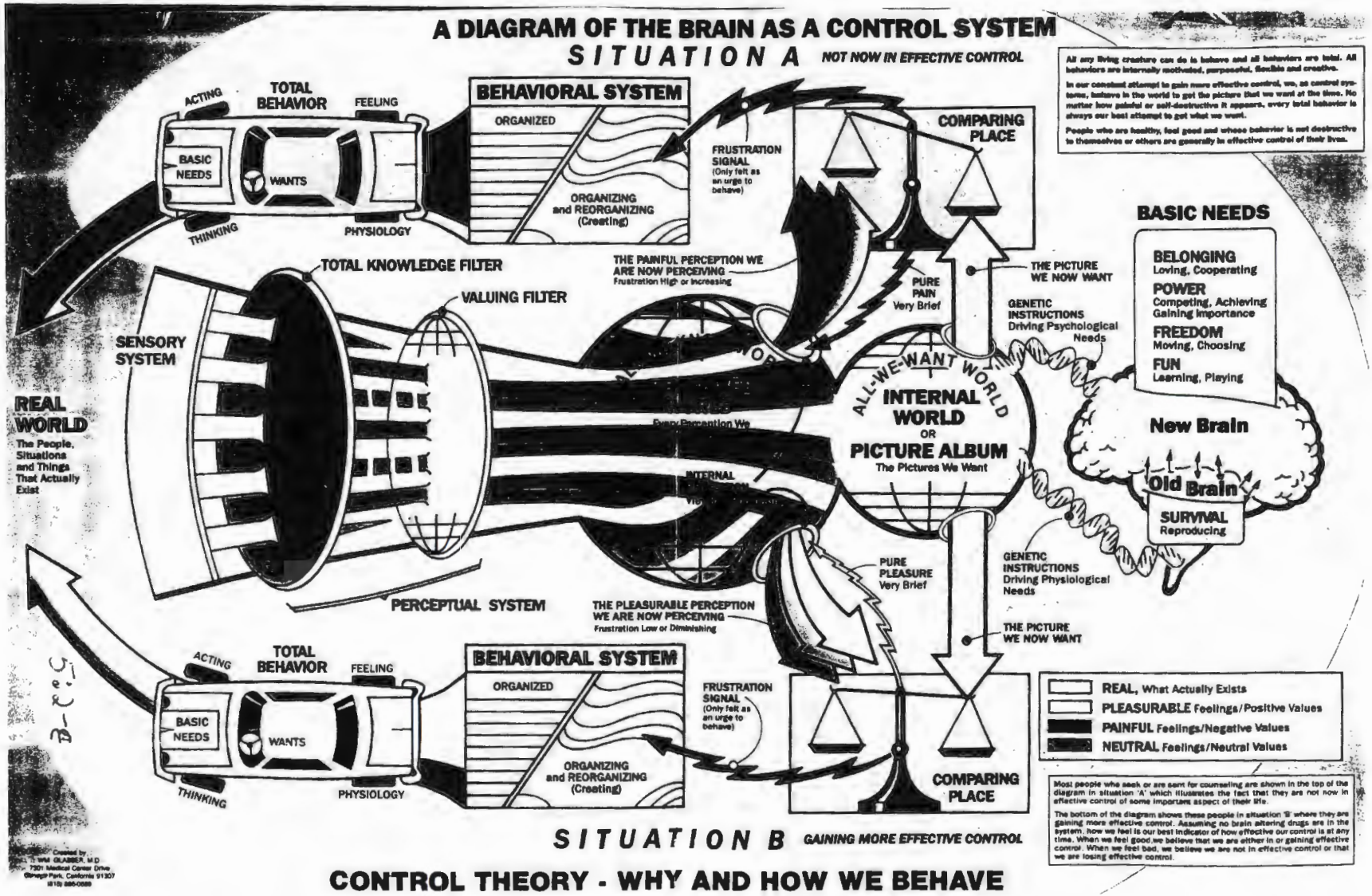
The Quality World is a much smaller and more special segment of our Perceived World. It is made up of perceptions of people, situations and things that are needs-satisfying.

Internal alarm bells are sounded when what is happening in the Real World does not meet the picture in our Perceived World. A brief involuntary painful signal tips the Scales and simultaneously an urge is felt to find a behaviour that will rebalance it. A frustration signal, at the top of the Scales, turns on the Total Behaviour System. This signal is only an urge that has neither painful nor pleasurable feelings attached to it. The behaviour response may be effective or ineffective but there is no stopping the process once the Scale is tipped.

Our feelings are our best indicator of how effective our behaviour is at controlling the situation. As indicated "When we feel good, we believe that we are either in or gaining effective control. When we feel bad, we believe that we are not in effective control or that we are losing effective control" (Glasser 1986).

Our Control System Loop creates negative feedback that enables us to control our lives and satisfy our needs. Events in the real World are compared to pictures in our Quality World. If there is a mismatch, the Scales tip and the frustration signal kicks in. When we start to behave we choose the behaviour which we believe will be the most effective, at the time for getting us what we want. If it doesn't work we can then choose either another old and familiar behaviour (organized) that has been effective for us in the past or chooses a new, more creative behaviour (reorganizing). If there is a match between the real World and the picture in the Quality World, we continue our behaviour as it is effective in meeting our needs.

Self evaluation is the key to helping us find effective behaviours that will help us get what we want.


A DIAGRAM OF THE BRAIN AS A CONTROL SYSTEM
SITUATION A
NOT NOW IN EFFECTIVE CONTROL
All any living creature can do is behave and all behaviors are total. All behaviors are internally motivated, purposeful, flexible and creative.
In our constant attempt to gain more effective control, we, as control systems, behave in the world to get the picture that we want at the time. No matter how painful or self-destructive it appears, every total behavior is always our best attempt to get what we want.
People who are healthy, feel good and whose behavior is not destructive to themselves or others are generally in effective control of their lives.
ACTING
TOTAL BEHAVIOR
FEELING
BASIC NEEDS
WANTS
THINKING
PHYSIOLOGY
BEHAVIORAL SYSTEM
ORGANIZED
ORGANIZING and REORGANIZING (Creating)
FRUSTRATION SIGNAL (Only felt as an urge to behave)
COMPARING PLACE
BASIC NEEDS
BELONGING
Loving, Cooperating
POWER
Competing, Achieving
Gaining Importance
FREEDOM
Moving, Choosing
FUN
Learning, Playing
TOTAL KNOWLEDGE FILTER
VALUING FILTER
THE PAINFUL PERCEPTION WE ARE NOW PERCEIVING
Frustration High or Increasing
PURE PAIN
Very Brief
THE PICTURE WE NOW WANT
GENETIC INSTRUCTIONS
Driving Psychological Needs
SENSORY SYSTEM
ALL-WE-WANT WORLD
INTERNAL WORLD
OR
PICTURE ALBUM
The Pictures We Want
New Brain
Old Brain
SURVIVAL
Reproducing
REAL WORLD
The People, Situations and Things That Actually Exist
PURE PLEASURE
Very Brief
GENETIC INSTRUCTIONS
Driving Physiological Needs
PERCEPTUAL SYSTEM
THE PLEASURABLE PERCEPTION WE ARE NOW PERCEIVING
Frustration Low or Diminishing
THE PICTURE WE NOW WANT
ACTING
TOTAL BEHAVIOR
FEELING
BASIC NEEDS
WANTS
THINKING
PHYSIOLOGY
BEHAVIORAL SYSTEM
ORGANIZED
ORGANIZING and REORGANIZING (Creating)
FRUSTRATION SIGNAL (Only felt as an urge to behave)
COMPARING PLACE
REAL, What Actually Exists
PLEASURABLE Feelings/Positive Values
PAINFUL Feelings/Negative Values
NEUTRAL Feelings/Neutral Values
Most people who seek or are sent for counseling are shown in the top of the diagram in situation 'A' which illustrates the fact that they are not now in effective control of some important aspect of their life.
The bottom of the diagram shows these people in situation 'B' where they are gaining more effective control. Assuming no brain altering drugs are in the system, how we feel is our best indicator of how effective our control is at any time. When we feel good we believe that we are either in or gaining effective control. When we feel bad, we believe we are not in effective control or that we are losing effective control.
SITUATION B
GAINING MORE EFFECTIVE CONTROL
CONTROL THEORY - WHY AND HOW WE BEHAVE

## Session 3: The Creative System - Reorienting Behaviour

### Learning Objectives

Participants reconnect with other members in the group and have fun. Participants learn to identify behavioural patterns and recognize how we move between bully/victim/rescuing roles. They learn ways to change responses and behaviours, and use facilitating, collaborating, initiating as a way to move off the Karpman triangle.

Materials: Flipchart, markers, paper, pens

### Check-in

Invite participants to talk about a significant thing that happened to them between the last session and today using the information from Handouts 5:2-d and 5:2-e from last session to illustrate their story.

### Warm-up

The leader summarizes how we create behaviour to help us meet our needs before handing out a blank piece of paper to each participant. Participants are asked to respond to the question, WHO, by writing any name, e.g. an actor, a singer, or an admired person, at the top of the page. They then fold over the paper so their answer is hidden and pass it to the person on their left. This process is repeated to the responses of (did) WHAT, WHERE, WHEN and WHY. When the sheets are completed, participants take turns reading their stories. What is different about how we each responded? What values were reflected? What ways do we have fun creatively?

### Activity

**Karpman Drama Triangle** (Corey, 2000) **and Circle of Strength Activity** (Brierley 1989)

The Karpman Triangle consists of three positions, "Persecutor, Rescuer, and Victim" (Corey, 2000, p.349). Brierley (1989) renamed it the Cycle of Blame. This is a co-dependent; reactive cycle based on feelings of pain and resentment. The positions have evolved from a stimulus – response or external control world. Although most people have a favourite position in life, the positions are not fixed as we play different roles according to our interaction with others while on the cycle. Behaviour on this cycle is chosen for "the short term, down and dirty, quick fix" (Brierley 1990). Each position has characteristics based on behaviours, beliefs or values, and orientation.

Participants are asked to role play various situations that happen in their lives. The facilitator may ask the participants to brainstorm events or present participants with a scenario such as a teenager coming home drunk several hours after their curfew or being pulled over by a police

officer for speeding. Further scenarios might include being unjustly accused of vandalism by an authority figure, being bullied by a peer or witnessing someone else being bullied, hearing that someone he or she knows is spreading rumours about them, and so on. The facilitator asks for three volunteers and places three pieces of paper that have victim, bully, and rescuer written on them, on the floor in a triangle formation. Alternatively, a large triangle mat may be used. The volunteers choose a scenario, a role, and begin working through the situation. The facilitator stops the role-play when the participants become stuck or frustrated with the situation. Discussion questions at this time might include: How are you feeling? What are you thinking? What do you think is going on? Do you feel comfortable continuing? Does anyone have any suggestions? Does anyone else want to try this?

After playing several scenarios, the facilitator introduces the idea that each position has strengths that can be renamed to Initiating, Cooperating and Facilitating and asks the group to brainstorm what skills each position might bring with it to the new position. Participants are then asked to role-play situations from the new positions. The facilitator may stop the role-play if the players become frustrated and ask the group to brainstorm different responses. Players may want to switch positions or other group members may want to join along as the role-play progresses.

The Circle of Strength uses the skills acquired in the Cycle of Blame and uses them as way to break the cycle. The focus is to learn how to use the skills to better meet your needs and "to behave as the person you want to be". Strength comes through collaborating, using the skills of each position, honouring both the personal and social responsibility and integrity of each member, practicing positive future framing and creating balance.

**Karpman Drama Triangle Characteristics**

The characteristics of persecuting behaviour are bullying, criticizing, blaming, bossing, telling, opinionating, labelling and so on. Behaviour orientation is domineering and action oriented. Persecuting beliefs or values stem from a win or lose attitude and carry a mental messages of "I have the right to", " I deserve", "I'll get them before they get me or us", and so on.

The characteristics of victiming behaviour are sighing, placating, withdrawing, behaving humbly, blaming, and so on. Behaviour orientation is towards fear and avoidance. Victiming beliefs or values stem from self-invisibility and carry a mental message of powerlessness, unworthiness, and loss of control.

The characteristics of rescuing behaviour are fixing, giving solutions, acting as a go-between, self-denying and being other-focused. Behaviour orientation is towards helping and fixing. Rescuing beliefs or values have mental messages of "It is my responsibility to make things better", "It's my obligation", "You deserve", and so on.

**Circle of Strength Characteristics**

Persecuting translates into Initiating as the persecutor learns to take risks differently through stating personal intent, opinions and ideals. Aggression transforms into assertion through defining roles, stating wants and needs and setting limits. The orientation changes to offering and contributing and the beliefs or values have mental messages of "I will", "I won't", " It's my job", "It's not my job", "Part of this is my responsibility ", and so on.

Victiming translates into Cooperating as the victim learns to see the behaviour as skills of flexibility, agreeing, accepting, summarizing, and so on. Invisibility turns into reflecting, bending and validating the risk taking of the initiator. The orientation changes to synthesizing and connecting, looking for the "we" in the situation while the beliefs or values convey the mental messages of " I or We do have some responsibility", "I do have some control", "What I do does make a difference", and so on.

Rescuing translates into Facilitating using the skills of negotiating, understanding, and seeking used in the old position. The orientation is towards inquiring and questioning. The belief or value mental messages become "What kind of person do you or we want to be?" "What are you or we doing?" "Is it helping?" "What are you giving yourself credit for?" "What are we giving ourselves credit for?" "What is your plan?" "Only part of this is my responsibility", and so on.

Debriefing questions might include: How real was the situation? Who has experienced something similar? What happened? Who has experienced being the bully, victim and rescuer? What kinds of skills does each position require? What needs are the bully, victim and rescuer trying to meet? Any ideas how to act differently? How could we paly a situation using the Choice theory chart?

**Journal Question**

How will learning the strengths and skills of these positions help you in your real life situations? What will happen if you no longer play one of the roles in a real life situation?

# MODULE 6:

# EVALUATING CHOICES

## Module 6: Evaluating Choices

### Purpose

This module focuses on learning how to meet needs by changing current behaviour to more useful behaviour. Participants learn to evaluate current behaviours and formulate a plan for realistic behavioural change. To set an achievable action plan, they must be honestly able to evaluate their level of commitment to change.

### Module 6: Learning Objectives

Participants learn guidelines for developing workable plans while setting realistic and obtainable short-term objectives. They learn how to evaluate how effective their behaviours are in helping meet wants and needs as well as how to assess their level of commitment to change. Participants also learn to evaluate choices with Reality Therapy questions.

### Key Concept: Wants, Doing, Evaluating, and Planning

Glasser (1998) maintained that we strive to gain control over our lives so that we may fulfill our basic needs. Therefore, in order to improve the quality of our lives, we must be able to honestly examine our wants and needs. We can gain more effective control over our lives and achieve greater satisfaction through evaluating what we are doing to meet our needs and looking at what we can do practically to change our behaviour. Wants, doing, evaluating and planning, or WDEP (Wubbolding, 2000), are the Reality Therapy questions for changing behaviour. These questions are incorporated into the planning sessions.

### WDEP

### W: Wants

The want questions begin with what do I want and what are my goals? These questions encompass a large range of behaviours from self, family, personal relationships, career, financial status, intellectual life, recreational time to spiritual development (Wubbolding 2000). Evaluating what we want means exploring our quality world as well as identifying whether our weighing scale (decision making) is balanced. It means having the flexibility to develop alternate goals and behaviours if all we get is the emotional frustration signal. Questions to consider during planning are: "How hard do I want to work at solving the problem or gaining a better sense of control for myself? (Wubbolding, 2000) What do I want to avoid? What needs do I want to fill? What do I want to do, to be, to think, to feel and be physically?

**D: Doing**

Our behavioural choices are, in our minds, the best attempt to meet our needs. We have the most control over our actions and, furthermore, when we change our actions to better fit the outcome that we want, our thinking changes as well (Wubbolding, 2000, p. 110).

This includes changing self-talk with accompanying effective action. It is important as well to connect feelings with actions and thinking. Questions to consider are: Do I believe that I have control over my effective and ineffective behaviours? What do I have control over? Who do I control? What will happen if I change what I am doing? How will changing what I am doing affect my situation?

**E: Evaluating**

Self-evaluation means conducting an honest inner searching of one's motives and needs. It means taking credit for what you do well and for knowing limits.

While self-evaluating we should be able to describe our behaviour, know what we want, and understand how our perceptions influence our choices. We need to be honest about our level of commitment to making plans and following through with them to completion. Questions to consider might include: What am I doing that is contributing to the situation? What am I responsible for? What am I doing well? What do I need to change? How are my perceptions affecting what I believe is happening? What do I want to happen? What am I willing to do to get that? What am I willing to accept? Is changing worth the risk?

**P: Planning**

Making plans to more effectively meet our needs means not infringing on the rights of others to do the same.

**Session 1: Evaluating Choices – Developing an Action Plan**

The first session introduces the characteristic of a good action plan. Participants begin setting short-term goals.

**Session 2: Evaluating Choices – Evaluating the Plan**

The second session focuses on evaluating and revamping the last session's plan and setting a longer-term goal.

**Session 3: Evaluating Choices – Celebrating Acting toward a Quality Life**

This final session concludes the lessons on Choice Theory.

## Session: 1 – Evaluating Choices – Developing an Action Plan

### Learning Objective

Participants have fun and take a risk in playing the check-in game. They learn how to develop an effective plan to set short term, doable goals. As well, participants learn what motivates them to keep those goals and what barriers they erect to sabotage their success.

Materials: Flipchart, markers, pens, pencils, paper, handouts – 6:1-a - Goal Attainment, 6:1-b - Checklist.

### Check-in

Participants are invited to discuss the possible impact of learning how to change positions on the Karpman Drama triangle.

### Warm-up

The Alphabet Game

The facilitator invites the participants to play "the alphabet game" once again and asks participants to remind each other of how the game is played. In brief, the purpose is to get through the alphabet without more than one person saying a letter at a time. One person begins with 'a' and without choosing another person or prompting another through glances or hand signals, another person says "b" and so on until the alphabet is complete. If two or more people say the letter at the same time, the game returns to "a" and begins again. Although the game gets easier each time it is played, the facilitator may need to set a time limit for this game. Discussion questions might include: What is similar between playing this game and being stuck on the Karpman Drama Triangle? What senses are involved in playing? What are the physiological effects of hyper vigilance?

### Goal Setting

The facilitator draws a lifeline representing his or her life to correspond to the ages of the participants. The lifeline may be a straight line or may have peaks and valleys representing high and low points in his or her life until that age. The facilitator shares some of the events that occurred during those high and low points. Participants are then asked to draw a similar lifeline to represent significant life events for themselves from birth to the present time. When this is complete, the facilitator then asks the participants to extend the line and set three doable goals for the next 2 weeks. The facilitator may illustrate this by extending his or her own line and setting three short-term goals. Participants may share their lifeline in pairs or in the group as appropriate.

Discussion questions might include: What is similar in the lifelines? What is different? What was the easiest part? What was the most difficult? How easy was it to set a goal? Are the goals realistic?

**Brainstorming Activity**

Developing a workable action plan

The facilitator asks the group to brainstorm the characteristics of a good action plan and records the responses on the flipchart. Some responses might be: simple, attainable, controllable, short range, immediate, flexible, personal, repetitive, person vs. outcome centered and want and need fulfilling.

The group then divides into pairs so that each participant may put together a doable action plan to meet one of the four psychological needs of love and belonging, power or mastery, fun or creativity, and freedom or choice that currently feels unmet. Participants will identify two previous goals, which they achieved, and two goals that were not met. They will discuss with each other the reasons they met their goals and what barriers stood in the way of reaching their unmet goals.

The participants then revisit their lifelines and select one of their three goals to do within the time frame of the course. The facilitator reminds the participant to choose a goal to meet a specific need over which they have some control, because we can only control our own behaviour not that of others.

The plan involves looking at all the ways that need is currently filled, and the people involved in that activity, then identifying all that is in common between need, the people, and the activity. The participants decide what they are going to do immediately to meet that need and make a commitment to do so by the next session.

**Journal Question**

What might motivate me to put my plan into action? What barriers will I place in the way of achieving my unmet goals?

## Goal Attainment

| Goal | Attained | Not Attained |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

**What need(s) am I meeting?**

**How is that need currently met?**

**What do people, things, and activities, involved in meeting that need have in common?**

**Checklist** (adapted with permission from Bruce Innes, 1992)

**Is my plan simple?** **Yes** _____ **No**_____

**Is it something with my control?** **Yes** _____ **No**_____

**Is it something to do, not stop doing?** **Yes** _____ **No**_____

**Does it depend on me not someone else?** **Yes** _____ **No**_____

**Does my plan include what, when, where, how,**

**how many and with whom I will do it?** **Yes** _____ **No**_____

**Can I do this often or everyday?** **Yes** _____ **No**_____

**Can I do it now or very soon?** **Yes** _____ **No**_____

**Is a promise or a contract to someone involved? Yes** _____ **No**_____

**Will I avoid doing anything that might**

**wreck my plan before I get started?** **Yes** _____ **No**_____

## Session 2: Evaluating Choices – Evaluating the Plan

### Learning Objective

Participants will feel comfortable returning to the group and recreating friendship bonds with the other group members. They become aware of others, feel inclusion and have fun. Participants have a chance to evaluate how their action plan worked, look at what they need to change, and decide if they want to continue with that plan. They have a chance to discuss how their level of commitment impacted their ability to carry out the plan.

Materials: Flipchart, markers, paper, pens, pencils, handouts – 6:2-a -The Replan Format, 6:2-b - Individual Goal Setting.

### Check-in

The facilitator invites group members to share some of their experiences in meeting the goal they set at the last meeting.

### Warm-up

The Land, Earth, Sky Game

The group stands in a circle with an "it" person in the middle. The facilitator may start by being "it". "It" points to a member in the circle, this person and the persons to their right and left respond to the words, "Earth, Water or Sky" with a pantomime. The last person to make their motion becomes "it" and moves to the center of the circle.

Earth is an elephant. The person who is pointed to represents the elephant trunk and waves his or her arm towards "it". The members on either side make a semicircle with their arms on either their left or right side according to where the ears on the elephant might be positioned.

Water is a sailing ship. The pointed-to person raises his or her arms overhead and the persons on either side make paddling motions.

Sky is an airplane. The pointed-to person again raises his or her arms overhead and the persons on either side make wing-flapping motions.

### Activity

The facilitator asks the participants meet in pairs to go over the plan they made at the last session and work through the plan using the Replan Format handout. The facilitator circulates and assists participants in working through the questions. After they have completed the Replan Format worksheet together, they may work individually or in pairs on the Individual Goal Setting worksheet.

At times, participants may feel that they have tried everything, nothing has worked, and that change is impossible. The facilitator acknowledges that although change is difficult and that the desired results may not be forthcoming, change is still possible. Discussion in this case

centers on whether or not participants are willing to not only do their best but also do whatever it takes to reach their goal. Some participants may say they just want to be left alone. Others may want the outcomes but don't want to make the effort, saying "I'll try" or "I might". A "Level of Commitment" activity the facilitator may use to illustrate that commitment is needed to affect change is to drop a pencil on floor and ask an unwilling participant to try to pick it up. This is an either you do or don't situation and commitment to making change is similar. This activity provides an opportunity to talk about effort and consistency in striving for change.

Discussion questions might include: Who was able to follow through with their plan? How did your plan work? Who is going to try their plan again? Was discussing your plan with someone else helpful? How helpful is it to have a written plan?

**Journal Question**

How useful was it to set a plan with a partner then discusses what happened when the plan was implemented?

**The Replan Format** (Brierley 1990)

**1. So how did your plan work? What worked well?**

**2. What would you do differently to make this plan work if you were going to do it again?**

**3. How did you go about meeting your chosen need in this plan?**

**4. Is this plan still important to you? Do you wish to continue it for another week?**

**5. What is it you want now? What is the need?**

**6. What are you doing to bring this about?**

**7. Is (behaviour) working to help you get (need)?**

**8. What can you do this week to help you get more of (need)?**

6:2-a- The Replan format

## Individual Goal Setting

**Goal:**

**What do I want?**

**What am I doing to get what I want?**

**Is what I've been doing getting me what I want?**

**What can I continue to do that's working?**

**What can I do differently?**

**How will I know when I've achieved what I want? How will it meet my Quality World Picture? How Will I be feeling … thinking … behaving?**

## Session 3: Evaluating Choices – Celebrating Acting toward a Quality Life

### Learning Objective

Participants identify and take pride in their abilities while having the opportunity to be listened to and to support others. They also reconnect with, and have an opportunity to show appreciation for the others in the group. Participants have an opportunity to share how they feel they have grown personally through the Choice Theory course. In addition, they can discuss the experiences they had trying out their learning in their real situations with the other group members.

Materials: Paper, pens, pencils, scissors, magazines, glue, tape, handout – 6:3-a - Self-evaluating for Change Through Choice Theory.

### Check-in

Participants are invited to share something they feel proud of accomplishing as a result of what they have learned during the group sessions. For example, this may be something they did to help another person in the class, a personal skill they've developed as a result of being in the class, an activity they've participated in that they felt proud about, or a friendship they developed with another participant. At the end of the activity, the facilitator asks if the participants have a favourite game they would like to play.

### Warm-up

Sharing Appreciation

Tape a page to the back of each participant so that group members may share a positive quality or something positive they have learned and enjoyed about that person during the sessions. They are not required to sign their names.

### Collage Activity

Participants make a group collage that summarizes what they have learned about themselves during the class in terms of what needs drive their total behaviour, what pictures are currently in their Quality World, what they need to keep their scales balanced, and what outcomes they look for through decision making. When the collage is finished, participants share their learning experiences.

Discussion questions might include: What have you learned about yourself doing these activities? What have you learned about others? How confident do you feel about communicating and meeting your needs? How has learning about your needs helped you in decision making?

**Closing Activity**

This is a recognition ceremony involving individual recognition, food and drink. Group members receive a certificate for participating and a photo of each participant may be taken. The leader may comment on various aspects of growth and change that he or she has noted. Individuals may share their favourite journal passages showing their growth and the facilitator's comments.

**Journal Question**

Participants are given a final goal setting plan handout "Self-evaluating for Change through Choice Theory" for future use.

## Self-evaluating for Change through Choice Theory

**Goal Setting – Where do I want to go? What do I see for myself?**

**Needs – What needs am I trying to meet?**

**Quality World - What do I want? How does this reflect my values? What else do I need to know?**

**Total Behaviour / car - What am I doing – What am I feeling? How is my body reacting? What am I thinking?**

**The Scales- Has what I've been doing working? What can I do differently? What are some of the possible consequences? What do I want to happen? What am I willing to settle for? What am I willing to give up?**

**Choices - What are my options? How will I feel, think, act if _____ happens?**

**Plan - What is my next step – new car**

# APPENDIX A

# Appendix A

## Definition of Terms

### Basic Human Needs

Love and belonging -To be able to give and accept from each other the affection, care and friendship we as people deserve.

Power - To recognize that what we do and say is important, and to have recognition from others as having something to do or say that is important.

Freedom - To recognize that we have choices in our lives and to recognize that we are free to think and act in ways that does not restrict either others or ourselves.

Fun - To be able to engage in behaviour that has enjoyment, laughter, and good feeling for all those involved. Additionally, to learn new things that are satisfying, and to have a feeling of being creative.

Survival - To be able to meet our day to day survival needs of food, clothing, and shelter in a safe environment.

Total behaviour - Total behaviour is comprised of thinking, voluntary thoughts, and self-statements; acting (what we do including talking); feelings or emotions, and physiology.

Internal motivation - Choosing to behave to be the best one can be.

External motivation – Choosing to behave to either gain reward or to avoid punishment.

Real World – This is the world that we share in common with others. Although we may see, hear, taste and smell the same person, event or thing, we perceive it differently.

All-we-know-world – All the knowledge that we have of the world is complete, partial or incomplete.

Quality World – "This small, personal world, that begins at birth and is created in our memory, consists of specific pictures that portray the best way we know to meet one or more of our basic needs. It contains people, things and systems of belief that govern our behaviour" Glasser, 1999, p. 44).

Quality Picture Book- "This is comprised of a small group of specific pictures that meet our needs. The images may be idealized or extremely idealized versions of what makes us happy or gives us pleasure" (Glasser, 1998, p. 44).

Organized Behaviour – These are the behaviours that work in getting us what we want.

Disorganized Behaviour – These behaviours are created when what we have been doing no longer works in getting us what we want. When we get too frustrated and dissatisfied we create and try different behaviours until we find a behaviour that helps us meet our need.

The Scales - At the scales, we look our present behaviours and learn how to evaluate their effectiveness in taking us to our desired outcomes. We learn to balance our wants and needs in decision-making and goal setting.

# APPENDIX B

## Appendix B

Sample Letter to Parents introducing the Choice Theory Program

Dear Parents

I am pleased to inform you that your child has the opportunity to participate in the Choice Theory program as a part of their Personal Planning class.

This program is designed to help students learn to make decisions based on meeting their personal needs rather than making decisions based on pressure from their peers. The program has six specific topic areas:

1. Understanding how the five basic human needs influence choices

2. Understanding how total behaviour can be broken down into four components

3. Understanding how information from the real world is filtered through our perceptual system

4. Understanding how behaviour is chosen to match the pictures we hold in out inner Quality World

5. Understanding the control available over creating different ways to behave

6. Learning how to develop action plans for change

The activities in this program help the students to learn to accept responsibility for their behaviour while expressing their feelings in a positive way.

Please contact the program leader for any further information on the program.

Sincerely,

# APPENDIX C

# Appendix C

Victoria Scott
580 9th Avenue North
Williams Lake, B.C., Canada, V2G 2K6
8 December 2005

Sue Brown
Glasser Institute
22024 Lassen St.,
Suite 118
Chatsworth, CA 91311, USA

Dear Sue,

This is to confirm our recent telephone conversation. I am completing a Masters in Education/Counselling at the University of Northern British Columbia entitled "Towards a Quality Life: A Choice Theory curriculum for at-risk youth". I would like your permission to reprint in my dissertation excerpts from the following:

Choice Theory / Reality Therapy,

The excerpt to be reproduced is:

The Basic Concepts Chart in its entirety

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**victoria scott, 01:02 PM 12/7/05 -0700, attention Sue Brown re copyright permission**

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me at the above address. Thank you very much.

Sincerely

_____

Victoria Scott

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE

Date Sue M. Brown 12-7-05

Victoria Scott
580 9th Avenue North
Williams Lake, B.C., Canada, V2G 2K6
8 December 2005

Shelley Brierley, Oasis Consulting Ltd.,
839 – 200th Street,
Langley, B.C., Canada, V2Z 1W2

Dear Shelley
This is to confirm our recent telephone conversation. I am completing a Masters in Education/Counselling at the University of Northern British Columbia entitled "Towards a Quality Life: A Choice Theory curriculum for at-risk youth". I would like your permission to reprint in my dissertation excerpts from the following training courses:

Choice Theory / Reality Therapy, Level 1, Practicum Supervisor, Level1

The excerpts to be reproduced are:
Basic Human Needs
Personal Needs
The Car Drawing – 1989 – adapted from Fred Good for Glasser, 1984
Choice Theory Handout
Giving myself credit
The Quality World
From the want to the Need
Identifying the Quality World
Changing my behaviour to better meet my needs
The Replan Format
The Circle of Strength
Self-Evaluating for change through Choice Theory
Individual Goal Setting

The requested permission extends to any future revisions and editions of my dissertation, including non-exclusive world rights in all languages, and to the prospective publication of my dissertation by UMI. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. Your signing of this letter will also confirm that you own [or your company] owns the copyright to the above described material.

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope. Thank you very much.

Sincerely

Victoria Scott
Victoria Scott

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE

Shelley Brierley Jan 2006

Date Dec 20/05

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